

FIRE INSTRUCTOR 1A

Instructional Techniques, Part 1 Instructor Guide

accredited by



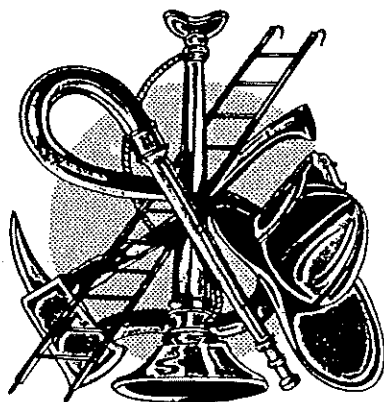
for the

**CALIFORNIA FIRE SERVICE
TRAINING AND EDUCATION SYSTEM**

Second Edition, March 1996

FIRE INSTRUCTOR 1A

Instructional Techniques, Part 1
Instructor Guide



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CFSTES

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California Fire Service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

The role of CFSTES is one of facilitating, coordinating, and assisting in the development and implementation of standards and certification for the California fire service. CFSTES manages the California Fire Academy System by providing standardized curriculum and tests; accredited courses leading to certification; approved standardized training programs for local and regional delivery; administering the certification system; and publishing Career Development Guides, Instructors Guides, Student Manuals, Student Supplements, and other related support materials.

This system is as successful and effective as the people involved in it. It is a fire service system developed by the fire service, for the fire service . . . and we believe it is the best one in the country.

ACKNOWLEDGEMENTS

The development of the material contained in this guide was coordinated by the Training Division of the California State Fire Marshal's Office and approved by the State Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS). This curriculum is appropriate for fire service personnel and for personnel in related occupations who are pursuing one or more of the certification programs.

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The material contained in this document was compiled and organized through the cooperative effort of numerous professionals within, and associated with, the California fire service. We gratefully acknowledge the following individuals who served as the principal developers for this document.

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INTRODUCTION

This publication is intended to serve as an Instructor's Guide. The Guide has been designed to include lesson plans, activity sheets, study sheets, information sheets, overhead transparency masters, and quizzes when possible. Suggested application methods have been identified throughout each lesson for the instructor's use at appropriate times during their presentation.

The success of the students in this course depends greatly on the instructor's conformance to the student behavioral objective prescribed at the start of each lesson. The remaining portion of the lesson plan has been designed to serve only as a guide; and as such, should not preclude instructors from adapting their lesson plans to best meet the needs of the students.

Group activities and direct application of the skills addressed in this curriculum are essential to the success of this course. The various forms, guidelines, and procedures are examples only and are included as a resource for use where appropriate.

Each page within the Instructor Guide is identified in the upper left corner with either of two headings (Instructor Guide or Student Material) that identifies the purpose of the information contained on the page.

INSTRUCTOR GUIDE

Material on these pages is intended to serve as an outline of instruction in lesson plan form. For each topic identified in the course outline, a lesson plan has been developed that contains: a time frame, level of instruction, behavioral objective, materials needed, references, preparation statement, and lesson content.

- **TIME FRAME.** The minimum, estimated duration required for "in class" presentation based on a 36-40 hour, five day course.
- **LEVEL OF INSTRUCTION.** Identifies the instructional level which the material was designed to fulfill. Obviously, instructors have the latitude to increase the level based on time available, local conditions and the students' apperceptive base.

- **BEHAVIORAL OBJECTIVE.** The behavioral objective is a statement of the student's performance desired at the end of instruction. Instructors must make sure that enough information is given in the presentation to enable the student to perform according to the goal.
- **MATERIALS NEEDED.** This should be a complete list of everything instructors will need to present the lesson, including handout materials, visual aids, quizzes, and so on.
- **REFERENCES.** These are the specific references the curriculum development team utilized when developing the lesson plan. In addition, references may be listed as additional study aids for instructors to enhance the lesson -- books, manuals, bulletins, scripts, visual aid utilization plans and the like.
- **PREPARATION.** The motivational statements in this section connect the student with the lesson plan topic through examples or illustrations relating to their occupation, injury, and even mortality. Instructors may modify this section to better fit their students' environment.
- **LESSON CONTENT.** Includes information utilized in the four-step method of instruction.

Presentation Includes

Everything the instructor says or does

Content

Notes

Distribution of

Information Sheets

Activity Sheets

Practical Activity Sheets

Study Sheets

Application

Everything the student participates in

Questions

Classroom Exercise

Audio/Visual Cues

STUDENT SUPPLEMENT

With the exception of the quizzes, all student material can be found in a separate Student Supplement manual. This manual contains information related to specific topics within the curriculum in the form of information sheets and activity sheets. The pages are numbered consecutively for easy reference.

CONSIDERATIONS FOR LESSON DELIVERY

The information within the course is designed for presentation without the use of commercially or locally developed films, video tapes, and slides. This does not mean instructors are prohibited from employing audio/visual aids during the course. Instructors are encouraged to utilize any audio/visual which will assist in the presentation of material and attainment of performance goals.

The students should be required to review the material previously covered and scan the material in upcoming class sessions. This will facilitate topic development and provide instructors with a more receptive student base for class discussions.

Learning can be enhanced if instructors divide the class into groups totalling 4-7 members. Student exercises can then be completed as group projects within the classroom. Placement into groups should occur within the first few hours of instruction.

The curriculum affords numerous opportunities for student exercises within their groups. Additional development of student exercises is encouraged by instructors based upon time available and the applicability to performance goals.

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COURSE OUTLINE

COURSE TITLE: Instructional Techniques, Part 1

COURSE OBJECTIVES: To...

- a) Provide fire service personnel with the instructional terms and concepts associated with vocational education.
- b) Provide fire service personnel with a variety of methods and techniques for training their subordinates in accordance with the latest concepts in vocational education.
- c) Prepare fire service personnel to select, develop, organize, and utilize instructional materials appropriate for teaching manipulative lessons.
- d) Provide fire service personnel with an opportunity to apply major principles of learning through teaching demonstrations.

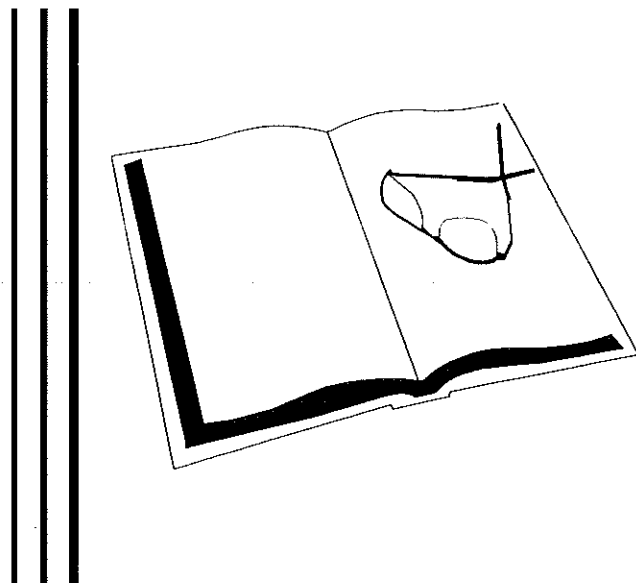
COURSE CONTENT: 40 HOURS

1.	Orientation and Administration	0:30
2.	Reasons for Fire Instructor 1A	0:30
3.	Instructor Qualities and Responsibilities	1:00
4.	Course Development and Terminology Overview	1:00
5.	Psychology of Learning	1:00
6.	Utilization of the Occupational Analysis	0:30
7.	Course Outline Development	1:00
8.	Job Breakdown Development	1:30
9.	Presenting the Instruction	1:00
10.	Four-Step Method of Instruction	0:30
11.	Manipulative Lesson Plan Components	0:30
12.	Levels of Instruction	1:30
13.	Student Behavioral Objectives	1:30
14.	Manipulative Lesson Plan Development	2:00
15.	Identifying the Impact of EEO and AA	1:00
16.	Methods of Manipulative Lesson Plan Delivery	1:00
17.	Methods Used to Evaluate Teaching Demonstrations	0:30
	Teaching Demonstrations	16:00
	Administrative Details (Quizzes, Daily Review, Student Assistance)	6:00
	Review and Certification Exam	1:30

FIRE INSTRUCTOR 1A

Instructional Techniques, Part 1

Instructor Guide



INSTRUCTOR GUIDE

ORIENTATION AND ADMINISTRATION

TOPIC: ORIENTATION AND ADMINISTRATION

TIME FRAME: 0:30

LEVEL OF INSTRUCTION: Level I

BEHAVIORAL OBJECTIVES:

CONDITIONS: Given an oral evaluation

BEHAVIOR: The student will demonstrate knowledge of the course requirements and the CFSTES certification tracks

STANDARD: To the instructor's satisfaction according to the information contained in Fire Instructor 1A Student Supplement, CFSTES, 1996, Information Sheet 1-1

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparencies 1-1 through 1-5

REFERENCES:

- State Fire Training Policies and Procedures, CFSTES, 1996

PREPARATION:

Present day demands on the fire service require that fire fighters receive the best possible training in all their duty areas. This course is the first, and most vital, step in helping you to become a person who can provide them with the effective training programs so necessary for their performance. No matter what your assignment, if you supervise others at any time, you are an instructor. Your efforts, if they are organized, will improve the fire service in general and your department in specific.

Instructors who know correct teaching techniques are able to standardize their department procedures, which, in turn, improve the attitudes of personnel and the efficiency of the department. The ability of the fire fighters reflects directly on the training program and those who provide the day-to-day training. An efficient and capable fire department, no matter what its size, can be traced directly to its instructors. It is, therefore, imperative for you to work hard during this course so you can positively impact the training process of your department.

INSTRUCTOR GUIDE

ORIENTATION AND ADMINISTRATION

PRESENTATION	APPLICATION
<p>D. Reasons for student introductions</p> <ol style="list-style-type: none">1. Introduce self to class2. Become accustomed to speaking in front of a group3. Get more at ease and relaxed with new and unfamiliar atmosphere <p>II. COURSE DESCRIPTION</p> <p>A. 40-hour class</p> <ol style="list-style-type: none">1. Considerable work2. Numerous activities3. Substantial homework load<ol style="list-style-type: none">a) May equal or exceed classroom hoursb) All homework must be completed to pass <p>B. Facilities orientation</p> <ol style="list-style-type: none">1. Classroom location(s)2. Restrooms3. Food locations4. Smoking5. Breaks	<p>Why do we have you introduce yourselves at the beginning of a class in this manner?</p> <p>OHT 1-2</p>

INSTRUCTOR GUIDE

ORIENTATION AND ADMINISTRATION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">6. Telephones7. Parking <p>NOTE: Refer to Information Sheet 1-1, pages 1-2. Have students fill in dates, times, and classroom locations on their calendar of events.</p> <p>C. Calendar of Events</p> <ul style="list-style-type: none">1. Indicates a lot of work ahead2. The first of a two part course3. Relates to "hands on" or teaching manipulative jobs4. Class sessions are intensive5. Meeting dates (appropriate for class)6. Meeting times7. Initial sessions are all classroom participation8. Throughout entire course there will be group discussions and group activities9. Questions are welcome at any time10. Each student is required to complete two teaching demonstrations<ul style="list-style-type: none">a) Each based on a lesson plan developed as homework assignment	<p>What does the Calendar of Events for this course tell you about your activities?</p>

PRESENTATION	APPLICATION
<ol style="list-style-type: none"> 11. Each student is required to evaluate two teaching demonstrations <ol style="list-style-type: none"> a) Lead a group critique for each b) Present a completed evaluation form for each 12. Review topics to be covered in each session 	
III. COURSE REQUIREMENTS ■ ■ ■ ■ ■ ■ ■ ■ ■ ■	
<p>A. Preassignment</p>	
<p>NOTE: Collect preassignments, if applicable.</p>	<div>OHT 1-3</div>
<ol style="list-style-type: none"> 1. Prepares student for subject 	
<ol style="list-style-type: none"> 2. Can be used as an optional teaching aid 	
<ol style="list-style-type: none"> 3. Reinforces matter to be covered early in the course 	
<ol style="list-style-type: none"> 4. Allows instructor to cover a specific area more effectively 	
<p>B. Activities</p>	
<ol style="list-style-type: none"> 1. Classroom activities 	
<ol style="list-style-type: none"> 2. Outside activities 	
<p>NOTE: Have students follow along as requirements are reviewed, underlining assignments and due dates.</p>	
<ol style="list-style-type: none"> a) All homework should be typed 	
<ol style="list-style-type: none"> b) Recommend using a computer 	

INSTRUCTOR GUIDE

ORIENTATION AND ADMINISTRATION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">c) Homework is graded for<ul style="list-style-type: none">1) Format2) Spelling3) Grammar4) Punctuationd) All assignments are required<ul style="list-style-type: none">1) Successful completion to pass courseC. Activity rewrites<ul style="list-style-type: none">1. Rewrites must be accompanied by the original paperwork2. Worth a maximum 90% of the original point value3. Only one rewrite will be allowed per assignment4. Student may submit a rewrite to improve a gradeD. Teaching demonstrations<ul style="list-style-type: none">1. Instructor must approve teaching demonstration selected by student<ul style="list-style-type: none">a) No duplicationsb) Selected teaching demonstrations will be posted on master list2. Student must furnish the materials for the teaching demonstrations3. No lesson plans or teaching demonstrations will be allowed in Fire Instructor 1A for the following topics	

INSTRUCTOR GUIDE

ORIENTATION AND ADMINISTRATION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">a) Anything dealing with paperwork<ul style="list-style-type: none">1) Charts2) Forms3) Reports4) Anything requiring any form of visual inspectionb) Any job that requires the performance of more than one person to complete <p>E. State certification requirements are not related to the final course grade</p> <ul style="list-style-type: none">1. Certification exam <p>F. Absence</p> <ul style="list-style-type: none">1. Excused absence of 4 hours is permitted2. Special considerations and additional homework for more than 4 hours <p>G. Classroom and group participation are required</p> <p>H. Required text: <u>Fire Service Instructor</u>, IFSTA, 5th Edition</p> <p>IV. STUDENT EVALUATION</p> <p>A. There will be six (6) quizzes/tests</p> <ul style="list-style-type: none">1. Each to be followed by a group discussion and review2. The quiz/test scores will count toward final grade3. Must take all six (6) of the quizzes/tests4. Quizzes are not to be returned to the student(s)	

PRESENTATION	APPLICATION
<p>B. CSFM certification examination is a 50 question, multiple-choice test</p> <ol style="list-style-type: none"> 1. State certification exam only 2. Does not affect course grade 3. Course grade does not influence certification exam 4. Must successfully complete the course to be eligible to take certification exam <p>NOTE: Refer to Information Sheet 1-1, page 3.</p> <p>C. Grades issued on point system</p> <ol style="list-style-type: none"> 1. Conversion to letter grade <ol style="list-style-type: none"> a) Equation at bottom of sheet b) A or B grade required to pass class and take certification exam 2. Progress chart <ol style="list-style-type: none"> a) Uses student identification numbers instead of names b) Federal law prohibits publication of identifiable student grades c) Student's last four digits of social security number is often used <p>V. OCCUPATIONAL ANALYSIS ■ ■ ■ ■ ■ ■ ■ ■ ■ ■</p> <ol style="list-style-type: none"> A. Used for developing a course outline B. Used for identifying lesson plan topics 	<p>OHT 1-4</p>

PRESENTATION

APPLICATION

VI. CFSTES CERTIFICATE TRAINING TRACKS ■ ■ ■

NOTE: Refer to Information Sheet 1-1, page 5.

- A. Course completion certificate issued as partial fulfillment for
 - 1. Certified Fire Officer
 - 2. Certified Fire Instructor I
 - 3. Community college teaching

NOTE: Refer to current certification guidelines for Fire Officer and Fire Instructor I from State Fire Training.

- B. Community college
 - 1. Teaching requirements
 - 2. Instructor pay

OHT 1-5

Are there any questions regarding the course or the requirements for successful completion?

SUMMARY:

If these course requirements seem involved and the material that has to be covered appears like a lot in a short period, you are right. Careful attention is necessary. In addition, you should participate in the classroom exercises and group activities to the fullest extent so you will obtain a greater understanding of the underlying principles being taught, and to be better prepared for the assignments you will be developing at home.

Should you have problems at any time, contact me or any of the assistant instructors at a break or after the class is over. Because of the amount of work and the pace of this course, you cannot afford to fall behind in the lectures or homework assignments.

EVALUATION:

Students will be evaluated by their responses to oral questions.

ASSIGNMENT:

Review your notes and Information Sheet 1-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996. Study for our next session.

Student Introductions

- Name
- Department
- Rank
- Years of experience
- Current assignment
- Reason for taking Fire Instructor 1A

INSTRUCTOR 1A

DATE

MARKED

Facilities Orientation

- Classroom location(s)
- Restrooms
- Food locations
- Smoking
- Breaks
- Telephones
- Parking

INSTRUCTOR 1A

DATE

MARKED

Course Requirements

- Preassignment (optional)
- Activities
- Activity rewrites
- Teaching demonstrations
- Certification requirements
- Absence
- Participation
- Required text

INSTRUCTOR 1A

DATE

MARKED

Grading System

INSTRUCTOR 1A

DATE

MARKED

Certification Tracks

INSTRUCTOR 1A

DATE

MARKED

INSTRUCTOR GUIDE

REASONS FOR FIRE INSTRUCTOR 1A

TOPIC: REASONS FOR FIRE INSTRUCTOR 1A

TIME FRAME: 0:30

LEVEL OF INSTRUCTION: Level I

BEHAVIORAL OBJECTIVES:

CONDITIONS: Given a written quiz

BEHAVIOR: The student will demonstrate knowledge of the need for effective information presentations in fire service training

STANDARD: With a minimum 80% accuracy according to the information contained in Fire Service Instructor, IFSTA, 5th Edition, pages 1-8, and Fire Instructor 1A Student Supplement, CFSTES, 1996, Information Sheet 2-1

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparency 2-1

REFERENCES:

- Fire Service Instructor, IFSTA, 5th Edition

PREPARATION: Fire departments today are being asked to meet more and more challenges. We are not just waiting for a fire to occur, we are responding to an endless list of various types of situations such as: medical and rescue problems, hazardous materials incidents, public protection for disasters, and routine fire prevention requirements. All the while, costs are increasing and the number of personnel is decreasing. As a result, we must be continuously ready for the assortment of tasks we will be called upon to complete and proper training is required to accomplish these feats. That can only happen if there are qualified instructors available to provide the training.

INSTRUCTOR GUIDE

REASONS FOR FIRE INSTRUCTOR 1A

PRESENTATION	APPLICATION
<p>I. IN-SERVICE TRAINING</p> <p>A. Mandatory training</p> <p>1. CPR</p> <p>2. First Aid</p> <p>B. In-station refresher training</p> <p>1. Ladders</p> <p>2. Ventilation</p> <p>C. New equipment, methods, or procedures</p> <p>II. ACADEMY TRAINING</p> <p>A. Consistent teaching methods</p> <p>B. Standardized presentation</p> <p>III. PUBLIC RELATIONS ACTIVITIES</p> <p>A. Station tours</p> <p>B. School groups</p> <p>C. Community groups</p>	<p>Under what conditions have you been asked to teach?</p> <p>OHT 2-1</p> <p>Have you had to represent your agency in front of a group?</p>

REASONS FOR FIRE INSTRUCTOR 1A

INSTRUCTOR 1A
March 1996

INSTRUCTOR GUIDE

REASONS FOR FIRE INSTRUCTOR 1A

SUMMARY:

If the fire service is to keep up with the changes facing it, proper training is necessary. Any member may be required to make a presentation in a competent manner and the officers are responsible for the training of their subordinates. To ensure the best results possible, the fire service needs people who know how to train others.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 1-8 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 2-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Reasons For Fire Instructor 1A

- In-service training
- Academy training
- Public relations activities
- Fire Prevention
- Training officer's role
- Administration's role

INSTRUCTOR 1A DATE SIGNATURE

INSTRUCTOR GUIDE

INSTRUCTOR QUALITIES AND RESPONSIBILITIES

TOPIC: INSTRUCTOR QUALITIES AND RESPONSIBILITIES

TIME FRAME: 1:00

LEVEL OF INSTRUCTION: Level I

BEHAVIORAL OBJECTIVES:

CONDITIONS: Given a class activity and a written quiz

BEHAVIOR: The student will demonstrate knowledge of the qualities and responsibilities of instructors

STANDARD: With a minimum 80% accuracy according to the information contained in Fire Service Instructor, IFSTA, 5th Edition, pages 5-20, and Fire Instructor 1A Student Supplement, CFSTES, 1996, Information Sheet 3-1

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparencies 3-1 through 3-3
- Activity Sheet 3-1

REFERENCES:

- Fire Service Instructor, IFSTA, 5th Edition

The instructor is the one who creates the atmosphere in the classroom. The foundation of every successful learning session is a fully competent instructor. The instructor is the person who bridges the gap between subject matter and the people who need to learn the subject. Their competency is based on how rapidly and how well the students learn what they need to know.

Think of the very best instructor that you have ever been exposed to. Form a mental image of that teacher in your mind. What special qualities or mannerisms made that teacher stand out from all the other instructors you have ever had? Was it the material that the instructor was presenting, or was it the manner in which the instructor presented the information? Remember, the instructor has the greatest influence on motivating the student. Simply being a subject matter expert is not necessarily the sign of a good instructor.

PRESENTATION

APPLICATION

I. DESIRABLE QUALITIES OF INSTRUCTORS ■ ■ ■

NOTE: Divide students into two groups. Refer to Student Supplement page 23 for Activity Sheet 3-1.

- A. Ability to understand and work with people
 - 1. Establish positive student/instructor relationships
 - 2. Be fair and impartial
 - 3. Be willing to work with students
- B. Desire to teach
 - 1. Teaching is hard work
 - 2. Requires hours of preparation
 - 3. Planning and coordination needed
 - 4. Motivated and enthusiastic
- C. Subject matter competence
 - 1. Must know material to teach it
 - 2. Combination of knowledge and experience
- D. Enthusiasm (motivation)
 - 1. Can make or break a teaching session
 - 2. Can be demonstrated by
 - a) Arriving early at the class site
 - b) Overt signs of preparedness

OHT 3-1

Why is instructor motivation important?

INSTRUCTOR GUIDE

INSTRUCTOR QUALITIES AND RESPONSIBILITIES

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> c) Being appropriately dressed and groomed d) Greeting students in a positive and friendly manner e) Showing interest in subject matter <p>E. Ingenuity and creativity</p> <ul style="list-style-type: none"> 1. Ability to adjust to each new audience and/or situation 2. Willing to try new and innovative approaches <p>F. Empathy</p> <ul style="list-style-type: none"> 1. Aware of individual student needs 2. Caring that everyone succeeds 3. Sensitive to individual learning preferences and abilities <p>G. Mastery of teaching techniques</p> <ul style="list-style-type: none"> 1. Proper lesson preparation 2. Knowledge of various teaching methods 3. Ability to organize material 4. Understand and use concepts of learning 	<p>How can mastery of teaching techniques be demonstrated?</p>
<p>II. UNDESIRABLE INSTRUCTOR QUALITIES ■ ■ ■</p> <p>NOTE: Refer back to students' list of undesirable characteristics of instructors.</p>	<p>OHT 3-2</p>

INSTRUCTOR GUIDE

INSTRUCTOR QUALITIES AND RESPONSIBILITIES

PRESENTATION	APPLICATION
<p>A. Traps to avoid</p> <ol style="list-style-type: none">1. Bluffing2. Sarcasm3. Complaining4. Comedian5. One of the boys/girls6. Hard guy <p>B. Distracting mannerisms</p> <p>NOTE: Refer to <u>Fire Service Instructor</u>, IFSTA, 5th Edition, page 17.</p> <ol style="list-style-type: none">1. Pencil, toothpick, or match chewing2. Frowning or glowering3. Foot tapping4. Finger snapping5. Profane language6. Playing with chalk7. Repetition of words8. Cleaning or biting fingernails9. Pulling or adjusting clothing10. Jingling coins or keys11. Clock watching12. Playing with jewelry	

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 13. Excessive use of "I," OK," "you know," and so on 14. Looking away from the students (for example, at floors or walls) 	
<h3>III. COMMUNICATIONS ■ ■ ■ ■ ■ ■ ■ ■ ■ ■</h3>	
<ul style="list-style-type: none"> A. Use of your voice <ul style="list-style-type: none"> 1. Emphasize information by <ul style="list-style-type: none"> a) Pitch-modulation b) Inflection c) Intonation patterns d) Speaking clearly e) Speaking at a level that is audible 2. Must be comfortable speaking to groups 3. Five essential elements for communications 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> a) A person to send the information -- "the sender" b) The actual message c) A method for the information to be transmitted d) A person to receive the information -- "the receiver" e) Feedback from the receiver to the sender that the information was received and understood 	<div data-bbox="1193 1207 1364 1249" data-label="Text"> <p>OHT 3-3</p> </div>

INSTRUCTOR GUIDE

INSTRUCTOR QUALITIES AND RESPONSIBILITIES

PRESENTATION	APPLICATION
<ul style="list-style-type: none">4. If you do not know the answer, don't bluff<ul style="list-style-type: none">a) Tell the student you do not know the answer, but will find out and get back to them <p>IV. OTHER PERSONAL CHARACTERISTICS ■ ■ ■ ■</p> <p>A. Clothes</p> <ul style="list-style-type: none">1. Should not be a distracter2. Avoid flashy patterns3. Avoid worn or tattered items4. Should be fresh and clean <p>B. Grooming</p> <ul style="list-style-type: none">1. Cleanliness is most important2. Neat appearance3. Enough sleep/food = healthy <p>C. Demeanor</p> <ul style="list-style-type: none">1. Be honest2. Be sincere3. Do <u>not</u> be evasive<ul style="list-style-type: none">a) Most of all, be yourself4. Be fair and impartial toward all students	<p>What are other personal characteristics of an instructor?</p>

INSTRUCTOR GUIDE

SUMMARY:

The personality and character traits which contribute to success in instructing cannot be scientifically analyzed, but by observing successful instructors in action, we can list certain behavior patterns that are considered positive influences.

Instructors should be constantly aware that teaching is communicating, visually and verbally. Qualities such as empathy, enthusiasm, and credibility can help assure effective communication. Personal characteristics can greatly influence the quality of instruction. General appearance, voice, and personal qualities can either enhance an instructor's presentation or distract the student's attention away from the presentation.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy and Activity Sheet 3-1 at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 5-20 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 3-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Desirable Qualities Of Instructors

- Ability to understand and work with people
- Desire to teach
- Subject matter competence
- Enthusiasm (motivation)
- Ingenuity and creativity
- Empathy
- Mastery of teaching techniques

INSTRUCTOR 1A

2012-14

March 1996

Traps To Avoid

- Bluffing
- Sarcasm
- Complaining
- Comedian
- One of the boys/girls
- Hard guy

INSTRUCTOR 1A

2012-14

March 1996

Essential Elements for Communications

- Sender
- Message
- Method of transmission
- Receiver
- Feedback

INSTRUCTOR 1A

2012-14

March 1996

INSTRUCTOR GUIDE

COURSE DEVELOPMENT AND TERMINOLOGY OVERVIEW

TOPIC:	COURSE DEVELOPMENT AND TERMINOLOGY OVERVIEW
TIME FRAME:	1:00
LEVEL OF INSTRUCTION:	Level I
BEHAVIORAL OBJECTIVES:	
CONDITIONS:	Given a written quiz
BEHAVIOR:	The student will demonstrate knowledge of the course development process and terms utilized in the instructor training program
STANDARD:	With a minimum 80% accuracy according to the information contained in <u>Fire Service Instructor</u> , IFSTA, 5th Edition, pages xiii - xviii and 85-90, and <u>Fire Instructor 1A Student Supplement</u> , CFSTES, 1996, Information Sheet 4-1
MATERIALS NEEDED:	<ul style="list-style-type: none">• Writing board with markers/erasers• Overhead projector and screen• Overhead transparency 4-1
REFERENCES:	<ul style="list-style-type: none">• <u>Fire Service Instructor</u>, IFSTA, 5th Edition
PREPARATION:	<p>Several component parts make up the curriculum development process. Knowledge of these specific components and how they relate to each other assist the student to better understand the overall curriculum development process.</p> <p>In addition, every subject has a language of its own. Certain terms used in a particular subject area have meanings that are unique to that subject. Acquiring a realistic comprehension of the terminology of instruction will be a great help to you.</p>

PRESENTATION

APPLICATION

I. CURRICULUM DEVELOPMENT PROCESS ■ ■ ■ ■

What is the first step in curriculum development?

OHT 4-1

A. Analyze occupation

1. Research California fire service Occupational Analysis
2. Research NFPA professional Qualification Standards
3. Research essential job functions within the American with Disabilities Act (ADA)
4. Conduct a task analysis
 - a) Research existing career development guide
 - b) Identify and analyze job competencies

B. Design

1. Develop a course outline
 - a) Course title
 - b) Course objectives
 - c) Course content
 - d) Establish time frames
 - e) Establish levels of instruction
2. Write behavioral objectives
3. Select instructional methods and materials

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 4. Research reference materials for lesson plans <ul style="list-style-type: none"> a) Student manual b) Textbooks c) Manufacturer's information C. Develop lesson plans <ul style="list-style-type: none"> 1. Technical lesson plan and manipulative lesson plans 2. Technical lesson plan <ul style="list-style-type: none"> a) Cognitive and affective learning domains involved b) Teaching outline c) Supplementary instruction sheets <ul style="list-style-type: none"> 1) Information Sheets 2) Activity Sheets d) Instructor-student interaction 3. Manipulative lesson plan <ul style="list-style-type: none"> a) Operations b) Key points <ul style="list-style-type: none"> 1) Hands on application 2) Psychomotor and affective learning domains involved 	<p>What are the two types of lesson plans used in a training program?</p>

INSTRUCTOR GUIDE

PRESENTATION	APPLICATION
<p>D. Calendar of events</p> <p>1. Identifies topics and activities of the entire course</p> <p>E. Session guide</p> <p>1. Identifies topics and activities for a particular class session</p> <p>F. Evaluation</p> <p>1. Test for learner outcome</p> <p>2. Evaluate instructional process</p>	<p>What is the purpose of the calendar of events?</p> <p>What is the purpose of a session guide?</p>
II. INSTRUCTIONAL TERMS	
NOTE: Refer to <u>Fire Service Instructor</u> , IFSTA, 5th Edition, pages xiii to xviii.	
<p>A. Important terms that relate to instructor training</p> <p>1. Activity sheet</p> <p>2. Application step</p> <p>3. Behavioral objective</p> <p>4. Calendar of events</p> <p>5. Course Outline</p> <p>6. Domains of learning</p> <p>7. Evaluation step</p>	

INSTRUCTOR GUIDE

COURSE DEVELOPMENT AND TERMINOLOGY OVERVIEW

PRESENTATION	APPLICATION
8. Four-step teaching method	
9. Information sheet	
10. Instruction order	
11. Job breakdown sheet	
12. Key points	
13. Level of instruction	
14. Manipulative lesson plan	
15. Occupational analysis	
16. Operation	
17. Preparation step	
18. Presentation step	
19. Production order	
20. Session guide	
21. Technical lesson plan	

SUMMARY:

Often, when a student is introduced to the development of a course of instruction, they fail to see how the specific components of the curriculum development process relate to one another. Now with an understanding of these various facets, from analyzing the occupation and task analysis to lesson plans and session guides, students can better see how it all fits together.

Equally important is an understanding of the various terms used in the instructional development process. Since the same word may be defined differently, it is essential that these terms be fully understood and how they are applied in the development of lesson materials.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages xiii - xviii and 85-90 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 4-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Analyze Occupation

- California Fire Service Occupational Analysis
- NFPA Professional Qualifications Standards
- Essential job functions within the American with Disabilities Act (ADA)

INSTRUCTOR GUIDE

PSYCHOLOGY OF LEARNING

TOPIC: PSYCHOLOGY OF LEARNING

TIME FRAME: 1:00

LEVEL OF INSTRUCTION: Level I

BEHAVIORAL OBJECTIVES:

CONDITIONS: Given a written quiz

BEHAVIOR: The student will demonstrate knowledge of the concepts, laws, and psychological factors that influence learning

STANDARD: With a minimum 80% accuracy according to the information contained in Fire Service Instructor, IFSTA, 5th Edition, pages 55 - 81, and Fire Instructor 1A Student Supplement, CFSTES, 1996, Information Sheet 5-1

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparencies 5-1 through 5-12

REFERENCES:

- Fire Service Instructor, IFSTA, 5th Edition

PREPARATION:

An instructor who understands the psychology and basic principles of learning will better understand the effectiveness of various teaching methods. Have you, as a student, ever experienced the misery of sitting through a class session and then discovering that you had not learned anything? Unfortunately, this does happen from time-to-time.

Why does this occur? Certainly no instructor or student would deliberately set out to waste time. One of the things that you, as an instructor, need to understand and concentrate on is the psychology of learning. For it is through the knowledge and use of it that you can develop an atmosphere which will ensure that learning will take place, and that a high level of retention will be achieved.

PRESENTATION

APPLICATION

I. STUDENT LEARNING

OHT 5-1

A. Types of learning

1. Cognitive
 - a) Knowledge
2. Psychomotor
 - a) Skills
3. Affective
 - a) Attitude

B. Cognitive (knowledge) learning most commonly understood

1. Knowledge
 - a) Recalling and recognizing information
2. Comprehension
 - a) Understanding the meaning of information
3. Application
 - a) Using information learned in specific situations
4. Analysis
 - a) Breaking information into parts to understand the whole
5. Synthesis
 - a) Integrating the parts to invent a new whole

INSTRUCTOR GUIDE

PSYCHOLOGY OF LEARNING

PRESENTATION	APPLICATION
<ul style="list-style-type: none">6. Evaluation<ul style="list-style-type: none">a) sing standards and criteria to judge the value of the informationC. Psychomotor (skills) learning most commonly used<ul style="list-style-type: none">1. Observation<ul style="list-style-type: none">a) Witnessing a motor activity2. Imitation<ul style="list-style-type: none">a) Copying a motor activity step-by-step3. Adaptation<ul style="list-style-type: none">a) Modifying and personalizing a motor activity4. Performance<ul style="list-style-type: none">a) Perfecting the activity until the steps become habitual5. Perfection<ul style="list-style-type: none">a) Improving performance until it is flawless and artfulD. Affective (attitude) learning least commonly used or understood<ul style="list-style-type: none">1. Receiving<ul style="list-style-type: none">a) Becoming aware of a concept2. Responding<ul style="list-style-type: none">a) Indicating that the concept has been received	

INSTRUCTOR GUIDE

PRESENTATION	APPLICATION
<ul style="list-style-type: none">3. Valuing<ul style="list-style-type: none">a) Internalizing and committing to some position4. Organizing<ul style="list-style-type: none">a) Internalizing and adjusting among values5. Characterizing<ul style="list-style-type: none">a) Adopting and personalizing the concept or valueE. Student behavioral changes reflected in<ul style="list-style-type: none">1. Test scores2. Job performance3. Higher productivityF. Student motivation initiated through a<ul style="list-style-type: none">1. Stimulus2. Created from within the studentG. Needs that create motivation	<div>OHT 5-2</div>
<ul style="list-style-type: none">1. Self actualization<ul style="list-style-type: none">a) Performing beyond what is requiredb) Discovering a new way or an improved method2. Self esteem<ul style="list-style-type: none">a) Recognized by peers	

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> b) Praising in front of peers 3. Social <ul style="list-style-type: none"> a) Being accepted by others determines classroom behavior 4. Security <ul style="list-style-type: none"> a) Adequate knowledge base to belong in class 5. Physiological <ul style="list-style-type: none"> a) Pleasing classroom environment 	
<p>II. LEARNING INFLUENCES ■ ■ ■ ■ ■ ■ ■ ■ ■ ■</p>	
<p>A. Instructor attitudes</p>	
<ul style="list-style-type: none"> 1. Facilitate student motivation <ul style="list-style-type: none"> a) Express the belief that anyone can learn a new skill b) Reduce stress and frustration in learning experiences c) Accept individual differences d) Encourage freedom of expression e) Promote success f) Give recognition for even the smallest success 2. Relevance <ul style="list-style-type: none"> a) Important to the student's ability to learn 	<div data-bbox="1198 1024 1370 1066" data-label="Text"> <p>OHT 5-3</p> </div>

INSTRUCTOR GUIDE

PSYCHOLOGY OF LEARNING

PRESENTATION	APPLICATION
<ul style="list-style-type: none">3. Preparation<ul style="list-style-type: none">a) Why the material is important?4. Sequence<ul style="list-style-type: none">a) Sequenced from the known to the unknown5. Participation<ul style="list-style-type: none">a) Active process6. Practice and repetition<ul style="list-style-type: none">a) Student retains material through practice7. Feedback and reinforcement<ul style="list-style-type: none">a) Learners need feed back and reinforcement8. Previous experience<ul style="list-style-type: none">a) Has an influence on learningb) Links new experience with old experience <p>B. Negative influences on learning</p> <ul style="list-style-type: none">1. Fear or worry<ul style="list-style-type: none">a) Of the class situationb) Of failurec) Of ridiculed) About personal problemse) About family, health, or money	<div>OHT 5-4</div>

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 2. Discomfort <ul style="list-style-type: none"> a) Personal strength and stamina b) Eye strain c) Difficulty hearing d) Classroom too hot, stuffy, too cold e) Dangerous training conditions 3. Poor instruction <ul style="list-style-type: none"> a) Class too advanced or too simple b) Instructor unprepared c) No opportunity for participation d) No variety in presentation e) Class too large f) Instruction periods too long <ul style="list-style-type: none"> 1) 50 minute instructional period 	
<p>III. LEARNING THROUGH THE SENSES</p> <p>A. How we learn</p> <ul style="list-style-type: none"> 1. 1% through TASTING 2. 1½% through TOUCHING 3. 3½% through SMELLING 4. 11% through HEARING 5. 83% through SEEING 	<p>OHT 5-5</p>

PRESENTATION	APPLICATION
<p>B. Learners retain</p> <ol style="list-style-type: none">1. 10% of what they READ2. 20% of what they HEAR3. 30% of what they SEE4. 50% of what they SEE and HEAR5. 70% of what they SAY6. 90% of what they SAY while they DO something	<p>OHT 5-6</p>
<p>IV. EDWARD L. THORNDIKE'S "LAWS OF LEARNING"</p> <p>A. Law of Readiness</p> <ol style="list-style-type: none">1. Student will learn when his or her mind is ready o receive specific instruction2. Relates to being both physically and mentally ready to learn<ol style="list-style-type: none">a) The preparation step3. Get the student's mind prepared for the specific lesson <p>B. Law of Exercise</p> <ol style="list-style-type: none">1. "Repetition is basic to the development of adequate response"<ol style="list-style-type: none">a) Interestb) Meaningc) Goal	<p>OHT 5-7</p>

INSTRUCTOR GUIDE

PSYCHOLOGY OF LEARNING

PRESENTATION	APPLICATION
<ul style="list-style-type: none">2. The application step lets them practice under supervision <p>C. Law of Effect</p> <ul style="list-style-type: none">1. "Learning will be more effective if a feeling of satisfaction or reward accompanies the learning process"2. An evaluation at each step can provide increasing satisfaction for successful students <p>D. Law of Association</p> <ul style="list-style-type: none">1. New material should be tied to something already known by the student<ul style="list-style-type: none">a) An effective technique is to make this connection during the preparation step2. Tie new information to old information previously known to the student<ul style="list-style-type: none">a) When something new is introducedb) Throughout the lessonc) Requires careful planning <p>E. Law of Recency</p> <ul style="list-style-type: none">1. Practice of a skill just before using it will ensure effective performance2. Ongoing practice will enhance retention3. Frequent review of information4. Emphasize key points many times (repetition) <p>F. Law of Intensity</p> <ul style="list-style-type: none">1. If the stimulus is real, there is more likely to be a change in behavior	

PRESENTATION	APPLICATION
<ol style="list-style-type: none"> 2. The more senses stimulated, the greater the retention of information 3. Sometimes an instructor gets nonverbal feedback that indicates boredom on the part of a superior student <ol style="list-style-type: none"> a) Challenge the superior student with extra assignments b) Use the superior student as an aid to help struggling student 4. Do not want to turn off main body of the class by reacting to either the superior student or the slow student 	
<p>V. OTHER LEARNING ASPECTS ■ ■ ■ ■ ■ ■ ■ ■ ■ ■</p>	
<p>A. Four stages of learning according to Dr. Sonja Powers</p>	
<ol style="list-style-type: none"> 1. Unconscious incompetence <ol style="list-style-type: none"> a) The first phase b) The student thinks the job can easily be done 2. Conscious incompetence <ol style="list-style-type: none"> a) The student suddenly becomes aware of how little they know about doing the job 3. Conscious competence <ol style="list-style-type: none"> a) Comes after a lot of concentration and work 	<div data-bbox="1198 1060 1373 1102" data-label="Text"> <p>OHT 5-8</p> </div>

INSTRUCTOR GUIDE

PSYCHOLOGY OF LEARNING

PRESENTATION	APPLICATION
<ul style="list-style-type: none">4. Unconscious competence<ul style="list-style-type: none">a) The student is so proficient that the job has become second natureB. Understanding that just because someone reaches the next step up doesn't mean that he or she will not occasionally slip back<ul style="list-style-type: none">1. Especially true between second and third stagesC. Individual differences<ul style="list-style-type: none">1. Age<ul style="list-style-type: none">a) Never too old to learnb) Younger students more apt to ask why2. Subcultures<ul style="list-style-type: none">a) Each culture has valueb) Nonjudgmental attitude3. Educational experience<ul style="list-style-type: none">a) Years spent in schoolb) Influences attitudes, confidence, and ability to handle new learning4. Literacy levels<ul style="list-style-type: none">a) Level at which students read and write5. Learning disabilities<ul style="list-style-type: none">a) One on oneb) Individualized instruction	OHT 5-9

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 6. Individual learners <ul style="list-style-type: none"> a) Needs vary b) Instructor needs to recognize individuals D. Personal characteristics of adults <ul style="list-style-type: none"> 1. Adults have many life experiences <ul style="list-style-type: none"> a) Implications: Discussion techniques are useful for establishing relationships between the past experience of the learner and the subject to be taught 2. Adults are highly motivated to learn <ul style="list-style-type: none"> a) Implications: Learning experiences must have immediate usefulness because many adults are concerned with personal achievement, satisfaction, and self-fulfillment 3. Adults have many competing demands on their time <ul style="list-style-type: none"> a) Implications: If student needs are not met, other activities will take higher priority b) Students should be involved in planning and goal setting to make the course of instruction efficient 4. Adults may lack confidence in their ability to learn <ul style="list-style-type: none"> a) Implications: Learning experiences must satisfy needs and students must feel accomplishment at the end of each class 	<p>OHT 5-10</p>

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 5. Adults vary more from each other than do children <ul style="list-style-type: none"> a) Implications: Meeting individual goals and providing varied activities and materials are necessary 6. Adults learn best when <ul style="list-style-type: none"> a) They actively participate in setting learning goals b) There is an appropriate learning climate <ul style="list-style-type: none"> 1) Facilities 2) Informal atmosphere c) Learning is problem centered d) They set their own pace e) They receive feedback about their progress 	<div data-bbox="1198 627 1373 669" data-label="Text"> <p>OHT 5-11</p> </div>
<p>VI. HANDLING TROUBLEMAKERS ■ ■ ■ ■ ■ ■ ■ ■ ■ ■</p> <ul style="list-style-type: none"> A. Start with self evaluation <ul style="list-style-type: none"> 1. Ask yourself if something you are, or are not, doing is causing the student to react this way B. Private conference with the student C. Request cooperation in front of the entire class D. As a last resort, ask the troublemaker to leave <ul style="list-style-type: none"> 1. Students expect the instructor, an authority figure, to handle the problem 	

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 2. Students generally are upset with the troublemaker for disrupting the class 3. Don't make a martyr out of the troublemaker 4. A verbal attack of the problem student in class may result in the other students' empathy <ul style="list-style-type: none"> a) Improper handling could conceivably change a sympathetic audience into a hostile audience <p>E. Handling a situation</p> <ul style="list-style-type: none"> 1. Ask a direct question of the talking student 2. Move into the close proximity of the talking students 3. Involve one of the talkers in a demonstration 4. These techniques also work with dozing students <p>F. L-E-A-S-T method</p> <ul style="list-style-type: none"> 1. "L" Leave it alone 2. "E" Eye contact 3. "A" Action step 4. "S" Stop the class 5. "T" Terminate 	<p>What is the "LEAST" method for handling troublemakers?</p> <p>OHT 5-12</p>

SUMMARY:

The psychology of learning begins with motivating the student to learn. Many factors influence student learning. Care should be taken to involve as many of the student's senses as possible in the learning process.

There are six laws which describe the primary factors that effect learning and retention of information. Presentation periods should be limited to fifty (50) minutes and should be as intense as possible.

There are many human factors which can become negative influences in the classroom. The instructor should apply energy and learned skills to control those factors which come under the instructor's sphere of influence.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 55-81 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 5-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Types of Learning

- Cognitive
 - knowledge
- Psychomotor
 - skills
- Affective
 - attitude

INSTRUCTOR 1A UNIT 1A MARCH 1996

Abraham Maslow's Hierarchy Of Needs

Self-Actualization	Performing beyond what is required. Discovering a new way or an improved method.
Self-Esteem	Recognized by peers. Praising in front of others.
Social	Being accepted by others. Determines classroom behavior.
Security	Adequate knowledge base. To 'belong' in class.
Physiological	Meeting Classroom Environment

INSTRUCTOR 1A UNIT 1A MARCH 1996

Instructor Attitudes

- Facilitate student motivation
- Relevance
- Preparation
- Sequence
- Participation
- Practice and repetition
- Feedback and reinforcement
- Previous Experience

INSTRUCTOR 1A UNIT 1A MARCH 1996

Negative Influences On Learning

- Fear or worry
- Discomfort
- Poor instruction

INSTRUCTOR 1A UNIT 1A MARCH 1996

How We Learn

- 1.0% through tasting
- 1.5% through touching
- 3.5% through smelling
- 11% through hearing
- 83% through seeing

INSTRUCTOR 1A UNIT 1A MARCH 1996

What Learners Retain

- 10% of what they READ
- 20% of what they HEAR
- 30% of what they SEE
- 50% of what they SEE and HEAR
- 70% of what they SAY
- 90% of what they SAY while they Do something

INSTRUCTOR 1A UNIT 1A MARCH 1996

Laws Of Learning

- Law of Readiness
- Law of Exercise
- Law of Effect
- Law of Association
- Law of Recency
- Law of Intensity

INSTRUCTOR 1A

UNIT 5A

MARCH 1996

Four Stages Of Learning

(Dr. Sonja Powers)

- Unconscious incompetence
- Conscious incompetence
- Conscious competence
- Unconscious competence

INSTRUCTOR 1A

UNIT 5A

MARCH 1996

Individual Differences

- Age
- Subcultures
- Educational experience
- Literacy levels
- Learning disabilities
- Individual learners

INSTRUCTOR 1A

UNIT 5A

MARCH 1996

Personal Characteristics of Adults

- Have many life experiences
- Are highly motivated to learn
- Have many competing demands upon their time
- May lack confidence in their ability to learn
- Vary more from each other than young people do

INSTRUCTOR 1A

UNIT 5A

MARCH 1996

Adults Learn Best When

- They participate in setting goals for learning
- Learning takes place in an appropriate climate
- Learning is problem centered
- Learners can set their own pace
- Learners receive feedback about their progress

INSTRUCTOR 1A

UNIT 5A

MARCH 1996

LEAST Method Of Progressive Discipline

- L - leave it alone
- E - eye contact
- A - action
- S - stop the class
- T - terminate

INSTRUCTOR 1A

UNIT 5A

MARCH 1996

INSTRUCTOR GUIDE

UTILIZATION OF THE OCCUPATIONAL ANALYSIS

TOPIC: UTILIZATION OF THE OCCUPATIONAL ANALYSIS

TIME FRAME: 0:30

LEVEL OF INSTRUCTION: Level II

BEHAVIORAL OBJECTIVES:

CONDITIONS: Given a class activity and written quiz

BEHAVIOR: The student will demonstrate knowledge and utilization of the Occupational Analysis

STANDARD: With a minimum 80% accuracy according to the information contained in Fire Service Instructor, IFSTA, 5th Edition, pages 87-90

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparencies 6-1 through 6-7
- Activity Sheet 6-1

REFERENCES:

- Fire Service Instructor, IFSTA, 5th Edition
- California Fire Service Occupational Analysis, CSFM, 1996

PREPARATION: One of the things an instructor must do when preparing a course of instruction is to determine the subject matter that must be covered. The first step in this process is to consult an occupational analysis that has been prepared for the occupation. An occupational analysis is simply a listing of all the tasks that must be learned and the information that must be known for personnel to function within the occupation. An occupational analysis is developed by analyzing a particular profession to determine the knowledge and skills required to adequately function on the job. As a result, an occupational analysis provides the instructor with a framework of tasks upon which to build a course of instruction.

PRESENTATION	APPLICATION
<p>I. CALIFORNIA FIRE SERVICE OCCUPATIONAL ANALYSIS</p> <p>A. Definition</p> <p>1. Orderly list of all the jobs and information that must be done or known in order for personnel to function in an occupation</p> <p>B. Purpose</p> <p>1. Determine the teaching content of an occupation</p> <p>2. Inform the instructor what to teach</p> <p>3. Provide a cataloging system for the instructor</p> <p>II. ORGANIZATION OF THE OCCUPATIONAL ANALYSIS</p> <p>A. Block</p> <p>1. A group of related tasks with some single factor in common</p> <p>a) Apparatus, vehicle, and pump operations</p> <p>b) Water supply</p>	<p><u>CLASS ACTIVITY:</u> Students are to review the <u>Occupational Analysis</u> for 3-5 minutes</p> <p>Can someone define what an occupational analysis is?</p> <p>OHT 6-1</p> <p>OHT 6-2</p> <p>OHT 6-3</p>

INSTRUCTOR GUIDE

UTILIZATION OF THE OCCUPATIONAL ANALYSIS

PRESENTATION	APPLICATION
<ul style="list-style-type: none">c) Emergency cared) Fire service instruction <p>2. Designated by roman numerals (I, II, III, etc.)</p> <p>3. "Organization" is the first block</p> <p>B. Unit</p> <p>1. A division of a block consisting of an organized grouping of tasks within that block</p> <ul style="list-style-type: none">a) Forcible entry and miscellaneous tools and equipmentb) Hose, nozzles, appliances, fittings, and other hose devicesc) Laddersd) Rescue equipmente) Equipment included under Block III, Equipment Operation <p>2. Designated by upper case letters (III-F)</p>	<p>Looking at the <u>Occupational Analysis</u>, what is the title of the first block?</p> <p>OHT 6-4</p> <p>What do ladders, hose, nozzles, and fittings have in common?</p>

PRESENTATION	APPLICATION
<p>C. Task</p> <ol style="list-style-type: none"> 1. A combination of jobs requiring sensi-motor skills and technical information to be taught and learned based upon the requirements of the occupation <ol style="list-style-type: none"> a) Climb, foot, lock-in on ladders b) Use life lines and related equipment c) Use protective clothing and equipment d) Operate pumps at hydrant 2. Designated by arabic numerals (III-F-6) 3. May contain numerous jobs 	<p>What is a task?</p> <p>OHT 6-5</p>
<p>D. Job</p> <ol style="list-style-type: none"> 1. The smallest organized segment of instruction designed to develop sensi-motor skills and technical knowledge 2. Jobs can be identified by reviewing <ol style="list-style-type: none"> a) Different methods b) Different equipment c) Technical knowledge requirements 	<p>OHT 6-6</p> <p>What is the first step in conducting an occupational analysis?</p>

PRESENTATION	APPLICATION
<ol style="list-style-type: none"> 3. Individual jobs are not listed in the <u>Occupational Analysis</u> because they vary in number greatly from department to department 4. Designated with lower case letters (III-F-6a) 5. Departments using occupational analysis codes <ol style="list-style-type: none"> a) Must maintain a master list of their job designators b) New lesson plans get assigned the next available lower case letter 	
<h3>III. CODING WITHIN THE OCCUPATIONAL ANALYSIS</h3> <p>A. Purpose</p> <ol style="list-style-type: none"> 1. To establish a specific coding system so all related subject matter and training information can be tracked and filed appropriately 2. To allow for the creation of a training record system <p>B. Establishing Occupational Analysis codes</p> <p>NOTE: Refer to the <u>California Fire Service Occupational Analysis</u>, CSFM, 1996.</p> <ol style="list-style-type: none"> 1. Codes are established only for jobs and for those tasks which stand alone <ol style="list-style-type: none"> a) Example: How to raise a 14-foot roof ladder, high shoulder method 	

Using the Occupational Analysis, what is the code for the job, "Raising a 14' roof ladder?"

INSTRUCTOR GUIDE

PRESENTATION	APPLICATION
<ol style="list-style-type: none"> 1) This is a single job 2) Falls under Block III (Equipment Operation) 3) Unit F (Ladders) 4) Task 2 5) Job a 6) III-F-2a 	<p>OHT 6-7</p> <p>How do you designate two different methods of raising a 14' roof ladder?</p>
<ol style="list-style-type: none"> 2. If there are two different methods, there would be two different jobs resulting in two codes <ol style="list-style-type: none"> a) III-F-2a b) III-F-2b 3. Consider all the different methods of rolling hose 	
<p>NOTE: List class responses on board or easel pad.</p> <ol style="list-style-type: none"> a) They are all individual jobs b) They are all part of Block III, Unit D, Task 3 	
<ol style="list-style-type: none"> 4. An occupational analysis can be expanded simply by adding Blocks, Units, and Tasks as established 	<p>GROUP ACTIVITY: Break class into groups and complete Activity Sheet 6-1</p>

SUMMARY:

This system, or some similar system, is necessary for each fire department if the instructors are to work together and standards are to be set. Remember, you don't like doing things one way for one person and another way for someone else; neither does anyone else.

An instructor would find it difficult to teach within an occupation if a thorough analysis of the skill and knowledge requirements had never been made. Without this it would be impossible to determine what to teach so that personnel could function on the job. Since an occupational analysis is a very comprehensive document, it is divided into subdivisions to provide better organization and easier utilization. To make the best use of the Occupational Analysis, it is important to understand the functions and relationships of these divisions.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy and Activity Sheet 6-1 at a time determined by the instructor .

ASSIGNMENT:

Review your notes and read pages 87-90 in your Fire Service Instructor, IFSTA, 5th Edition in order to prepare yourself for the upcoming quiz. Study for our next session.

Occupational Analysis

Definition

- An orderly list of all jobs and information that must be done or known in order for personnel to function in an occupation

INSTRUCTOR 1A

UNIT 6A

MARCH 1996

Occupational Analysis

Purpose

- Determines the teaching content of an occupation
- Tells the instructor what to teach
- Provides the instructor a cataloging system

INSTRUCTOR 1A

UNIT 6A

MARCH 1996

Block

- A group of related tasks with some one factor in common
- Designated by roman numerals

INSTRUCTOR 1A

UNIT 6A

MARCH 1996

Unit

- A division of a block consisting of an organized grouping of tasks with that block
- Designated by upper case letters

INSTRUCTOR 1A

UNIT 6A

MARCH 1996

Task

- A combination of jobs requiring sensorimotor skills and technical information to be taught and learned
- Designated by arabic numerals

INSTRUCTOR 1A

UNIT 6A

MARCH 1996

Job

- An organized segment of instruction designed to develop sensorimotor skills and technical knowledge
- Designated by lower case letters

INSTRUCTOR 1A

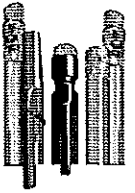
UNIT 6A

MARCH 1996

Occupational Analysis Coding

- Code - III F 2a
 - Block - roman numeral
"Block III - Equipment Operation"
 - Unit - upper case letter
"Unit F - Ladders"
 - Task - arabic numeral
"Task 2 - Raise and Lower Ladders"
 - Job - lower case letter
"Job a - raise a 14' roof ladder, one person,
high shoulder method"

UTILIZATION OF THE OCCUPATIONAL ANALYSIS



MATERIALS NEEDED:

California Fire Service Occupational Analysis, CSFM, 1996

DIRECTIONS:

1. Using the Occupational Analysis, code each of the following jobs by indicating the correct Block number, Unit letter, Task number, and Job letter.
2. For the purpose of this assignment, assume each job is the fifth job for the task.

-
-
1. How to wax floors _____
 2. How to open double-sash windows using pick head axe _____
 3. How to break window using pick head axe _____
 4. How to make a sump using ladders and salvage covers _____
 5. How to take charged 2½" line up a ladder _____
 6. How to operate resuscitator as an aspirator _____
 7. How to perform closed chest cardiac massage _____
 8. How to treat victim of epilepsy _____
 9. How to carry 35' extension ladder, one person _____
 10. How to raise 24' extension ladder, one person _____
 11. How to use ladder as a battering ram _____

INSTRUCTOR GUIDE

TOPIC: COURSE OUTLINE DEVELOPMENT

TIME FRAME: 1:00

LEVEL OF INSTRUCTION: Level I

BEHAVIORAL OBJECTIVES:

CONDITIONS: Given a class activity and written quiz

BEHAVIOR: The student will develop a course outline and demonstrate knowledge of the course outline development process

STANDARD: With a minimum 80% accuracy according to the information contained in Fire Service Instructor, IFSTA, 5th Edition, pages 102-104, and Fire Instructor 1A Student Supplement, CFSTES, 1996, Information Sheet 7-1

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparencies 7-1 through 7-9
- Activity Sheet 7-1

REFERENCES:

- Fire Service Instructor, IFSTA, 5th Edition

PREPARATION: How many times have you been in a class of some kind where the lessons seemed to go from one subject to another without any apparent rhyme or reason? Generally, when this happens it means that the instructor has failed to properly prepare for the teaching assignment. It may be that student needs have not accurately been identified or that instructional materials were not put into a logical sequence.

Before we begin a course of instruction, we must know what needs to be taught, what results we wish to obtain, and the order in which it must be presented. The development of a properly prepared course outline is the first step in preparing to teach.

INSTRUCTOR GUIDE

PRESENTATION

APPLICATION

I. COURSE OUTLINES ■ ■ ■ ■ ■

A. Definition

What is a course outline?

OHT 7-1

1. A list of manipulative and technical jobs selected from the Occupational Analysis to meet predetermined teaching objectives

II. STEPS IN DEVELOPING A COURSE OUTLINE ■ ■

OHT 7-2

OHT 7-3

A. Determine the needs of the students

1. Training records
2. Training surveys
3. Personnel changes/career line
4. Diagnostic quizzes or evaluations
5. New equipment and methods
6. Safety statistics or injuries
7. Critiques (post incident analysis)

B. Identify the course title

OHT 7-4

1. Allows the instructor to focus on specific areas such as
 - a) Pump operations

INSTRUCTOR GUIDE

COURSE OUTLINE DEVELOPMENT

PRESENTATION	APPLICATION
<ul style="list-style-type: none">b) Ground laddersc) Hose evolutions <p>C. Develop course objectives</p> <ul style="list-style-type: none">1. Written for the instructor<ul style="list-style-type: none">a) Specify scope of the courseb) Guide for instructor2. Describe learning outcomes<ul style="list-style-type: none">a) Knowledge and skills to be developed within the studentb) Learning experiences that will involve the student3. Identify general behavior changes4. Usually not written in measurable terms <p>D. Identify the jobs to be taught</p> <ul style="list-style-type: none">1. Must meet the needs of the student and fulfill the course objectives2. Jobs listed must be correlated to the tasks in the <u>Occupational Analysis</u>	<p>Who needs to know the course objectives?</p> <p>OHT 7-5</p> <p>Are course objectives normally written in measurable terms?</p> <p>OHT 7-6</p>

INSTRUCTOR GUIDE

COURSE OUTLINE DEVELOPMENT

PRESENTATION	APPLICATION
<ul style="list-style-type: none">a) Some tasks can be performed by learning one jobb) Other tasks may require 20 or more jobs <p>3. Writing topic titles for jobs</p> <ul style="list-style-type: none">a) Provide clear indication of nature of the jobb) Use "How to" for all jobs requiring doing, either mental or manipulativec) Technical lesson plans never start with "How to" <p>E. Organize jobs in teaching sequence</p> <p>1. Either instruction order or production order</p> <ul style="list-style-type: none">a) Instruction order<ul style="list-style-type: none">1) Organizing jobs according to learning difficulty so that learning proceeds from simple to complexb) Production order<ul style="list-style-type: none">1) The order in which jobs must be done under actual conditions <p>2. Jobs a student must know first should be taught first</p>	<p>OHT 7-7</p> <p>What is "instruction order"?</p> <p>What is "production order"?</p> <p>OHT 7-8</p>

INSTRUCTOR GUIDE

COURSE OUTLINE DEVELOPMENT

PRESENTATION	APPLICATION
<ul style="list-style-type: none">a) Skills neededb) Task frequencyc) Task usage <p>F. Establish tentative teaching time</p> <p>1. Teaching time are dependent upon</p> <p>NOTE: Course outlines are subject to change.</p> <ul style="list-style-type: none">a) Amount of time available for the courseb) Course objectivesc) Teaching methodsd) Instructional materials needed	<p>What should teaching times be based on?</p> <p>OHT 7-9</p>

SUMMARY:

The development of a course outline is the first step in preparing to teach. There are rather definite procedures to follow in developing a course of instruction, first of which is to determine the need. From this determination a tentative course title can be selected and the objectives developed. Next, the jobs are selected based on the tasks listed in the Occupational Analysis to meet those objectives, within the constraints of available time. Then these jobs are organized in a logical teaching/learning sequence. Finally, the entire outline is carefully reviewed and needed changes are made.

Even with all this careful planning, the instructor must remain flexible and make needed adjustments, even in the middle of a course. What looked good on paper may not work out in the actual teaching situation. Also, what worked on one occasion may not do the same in another situation.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy and Activity Sheet 7-1 at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 102-104 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 7-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Course Outline

- Definition
 - "A list of manipulative and technical jobs selected from the Occupational Analysis to meet predetermined teaching objectives"
- Purpose
 - To develop basic skills, safety, judgment, technical knowledge, and related occupational information for initial employment, upgrading, or retraining personnel

Steps In Developing A Course Outline

- Determine the needs of the students
- Identify the course title
- Develop course objectives
- Identify the jobs to be taught
- Organize the jobs in teaching sequence
- Establish tentative teaching times

Determine the Needs of the Students

- Training records
- Training surveys
- Personnel changes / career line
- Diagnostic quizzes or evaluations
- New equipment and methods
- Safety statistics or injuries
- Critiques (Post Incident Analysis)

Identify the Course Title

- Title should be general in scope, however ...
Precise enough so that specific areas can be identified easily, rather than the total field of the occupation
 - "Pump Operations"
 - "Ground Ladders"
 - "Hazardous Materials Identification"
 - "Wildland Essentials"
 - "Multi-Casualty Operations"

Develop Course Objectives

- Determine the specific scope of the course
- Plan of Action - to meet the participants needs
- Written by the instructor for the instructor
 - plan of action, guidelines, what jobs must be taught, a basis for writing behavioral objectives
- Example
 - Provide students with a knowledge of the different types of rope and their functions

Identify the Jobs to be Taught

- Will depend upon the department, the problem, depth of development, participants' abilities
- Use clear indicators descriptive of each job
- Use "code" words for type of jobs in title
- Manipulative: "How To ..."

Instruction Order

- Simple to complex
- Proceeding from the known to the unknown
- Stair steps of learning
- Based upon:
 - Interest of participants
 - skills needed
 - task frequency
 - task usage
- Preferred for fire service instruction

INSTRUCTOR 1A

CH 1.2.2

VERSION 1.00

Production Order

- Based on the order which jobs must be done under actual conditions
- Must know certain jobs before performing other jobs
- Not in order of:
 - complexity
 - skills needed
 - task frequency and usage
 - interest
- Preferred for assembly line vocational jobs

INSTRUCTOR 1A

CH 1.2.2

VERSION 1.00

Establish Tentative Teaching Times

- Very difficult to do early in the planning stage
- Time available for a course will influence:
 - course objectives
 - teaching methods used
 - lesson plans
 - instructional materials
- Any course is subject to change after actual instruction begins!
- If a change is apparent - CHANGE

INSTRUCTOR 1A

CH 1.2.2

VERSION 1.00

INSTRUCTOR GUIDE

JOB BREAKDOWN DEVELOPMENT

TOPIC: JOB BREAKDOWN DEVELOPMENT

TIME FRAME: 1:30

LEVEL OF INSTRUCTION: Level II

BEHAVIORAL OBJECTIVES:

CONDITIONS: Given a class activity and written quiz

BEHAVIOR: The student will develop a job breakdown and demonstrate knowledge of the job breakdown process

STANDARD: With a minimum 80% accuracy according to the information contained in Fire Service Instructor, IFSTA, 5th Edition, pages 113-114, and Fire Instructor 1A Student Supplement, CFSTES, 1996, Information Sheet 8-1

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparencies 8-1 through 8-5
- Activity Sheets 8-1 and 8-2

REFERENCES:

- Fire Service Instructor, IFSTA, 5th Edition

PREPARATION: One of the most serious errors an instructor can make is attempting to teach a job without first analyzing it. Almost everyone arrives at the point where they do a job well but can't tell offhand how it's done. As a rule, after people have learned a job, they use their knowledge and skill unconsciously and hardly give a thought to how the job was done or why it was done in a certain way.

Attempting to teach a job without analyzing it first will more than likely lead to the omission of an important step or steps. A job breakdown is the process of specifically identifying the steps and the knowledge necessary to complete the job. This provides the instructor with a systematic plan for doing the job, as well as a foundation for teaching it.

JOB BREAKDOWN DEVELOPMENT

APPLICATION

A. Definition

OHT 8-1

1. Organized segment of instruction designed to develop psychomotor skills or technical knowledge
2. A step-by-step procedure for doing a job, listing operations and key points for psychomotor skills

What, then, is the a "job breakdown?"

B. Purpose

1. Determines what to teach
 - a) Identifies teaching content
 - b) Provides a systematic plan for doing the job

OHT 8-2

A. Definition

1. Anything which advances a job toward completion, a step in performing a job

B. Listed in order in which they are done

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> C. Indicates <u>action</u> in doing a job <ul style="list-style-type: none"> 1. Pick up ladder 2. Place hand 3. Foot ladder D. They are the "what" of a job E. Often referred to as "doing units" 	
<p>III. KEY POINTS </p>	
<ul style="list-style-type: none"> A. Definition <ul style="list-style-type: none"> 1. Anything that will make or break a job 2. Information that must be known in order to perform the operations B. Usually developed by asking <ul style="list-style-type: none"> 1. Which? 2. Where? 3. Why? 4. How? 	<p>What is often referred to as "knowing units?"</p> <p>OHT 8-3</p>
<ul style="list-style-type: none"> C. Factors which help determine a key point <ul style="list-style-type: none"> 1. Safety <ul style="list-style-type: none"> a) Personnel and equipment 	<p>OHT 8-4</p>

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> b) Proper care of tools and equipment 2. Trade or technical terms 3. Knacks or tricks of the trade 4. Conditions essential for performing the job operations 	
<p>IV. DEVELOPING A JOB BREAKDOWN SHEET ■ ■ ■</p> <ul style="list-style-type: none"> A. List the job to be done <ul style="list-style-type: none"> 1. This becomes the title B. Divide the page into two columns C. Head the left column "Operations" or "Doing Units" <ul style="list-style-type: none"> 1. The actual motor skills D. Head the right column "Key Points" or "Knowing Units" <ul style="list-style-type: none"> 1. Those pieces of knowledge without which the operations cannot be safely or accurately performed E. Under "Operations" <ul style="list-style-type: none"> 1. List in sequence the steps of the job 2. Use action verbs (such as grasp, push, turn, lift, and so on) F. Under "Key Points" <ul style="list-style-type: none"> 1. List cautions, warnings, safety factors, and conditions essential for performing the job operations 	<p>OHT 8-5</p>

SUMMARY:

A completed job breakdown lists the step-by-step procedures for doing a job, in sequence, and the key points which the instructor must stress in order for the job to be correctly performed. This must be done to ensure completeness of the teaching content and to avoid overlooking those things which are "automatic" to the skilled person. Remember, operations are one step in performing a job and the key points are factors that condition or influence the performance of an operation.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy and Activity Sheets 8-1 and 8-2 at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 113-114 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 8-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Definitions

- **Job**
Organized segment of instruction designed to develop psychomotor skills or technical knowledge
- **Job breakdown**
A step-by-step procedure for doing a job, listing operations and key points for a psychomotor skill

INSTRUCTOR 1A 1A-1-1 MARCH 1996

Operations

- Those actions that must be known to advance the work towards completion of the job to be performed
- Listed in the order in which they are done "Production Order"
- Indicate movement, doing, action, direction
- Start with a verb

INSTRUCTOR 1A 1A-1-2 MARCH 1996

Key Points

- All things that must be known to perform the Operation efficiently, correctly, and safely
- They must support the Operation
- Key Points can usually be developed by asking:

what, why, where, which, how, who

for each Operation!

INSTRUCTOR 1A 1A-1-3 MARCH 1996

Factors Which Help Determine a Key Point

- Safety - personnel and equipment
- Proper care of tools and equipment
- Trade or technical terms
- Knacks or tricks of the trade

INSTRUCTOR 1A 1A-1-4 MARCH 1996

Job Breakdown Sheet

INSTRUCTOR GUIDE		LESSON PLAN KEY POINTS	
PRESENTATION		KEY POINTS	
OPERATIONS			
Indicate Action	Identify Points		
1. First Operation	1a. Who b. What c. Where d. Why e. How far, etc.		
2. Second Operation	2a. Key Points		
3. Third Operation	3a. Key Points		
4. Forth Operation	4a. Key Points		

INSTRUCTOR 1A 1A-1-5 MARCH 1996

INSTRUCTOR GUIDE

PRESENTING THE INSTRUCTION

TOPIC: PRESENTING THE INSTRUCTION

TIME FRAME: 1:00

LEVEL OF INSTRUCTION: Level II

BEHAVIORAL OBJECTIVES:

CONDITIONS: Given a written quiz

BEHAVIOR: The student will demonstrate knowledge of the factors affecting the learning environment, principles of learning, and methods of instruction

STANDARD: With a minimum 80% accuracy according to the information contained in Fire Service Instructor, IFSTA, 5th Edition, pages 125-150

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparencies 9-1 through 9-9

REFERENCES:

- Fire Service Instructor, IFSTA, 5th Edition

PREPARATION: Each of us, as students, has experienced the difference an instructor can make with a polished presentation. That type of presentation doesn't just happen. The instructor must plan ahead to provide an environment for learning and an appropriate method of delivery while holding to certain principles of instruction.

PRESENTATION

APPLICATION

I. THE LEARNING ENVIRONMENT ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

A. Managing instructional activities

1. Policies
 - a) Absenteeism
 - b) Tardiness
 - c) Class participation
 - d) Evaluation
 - e) Assigning due dates
2. Class discipline
 - a) Criticize in private
 - b) Tactful, but firm
 - c) Document
3. Session planning (session guide)
 - a) Scheduling
 - 1) Class sessions
 - 2) Guest speakers
 - 3) Breaks, reviews, etc.

OHT 9-1

What are some considerations associated with managing instructional activities?

INSTRUCTOR GUIDE

PRESENTING THE INSTRUCTION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">b) Planning of activities<ul style="list-style-type: none">1) In-class exercises2) Audio/visual use3) Field tripsc) Detailed planning of classroom events<ul style="list-style-type: none">1) Intended for instructors2) Can keep the instructor on track4. Calendar of events<ul style="list-style-type: none">a) Similar to session guideb) Basic list of events for the scheduled segment of class<ul style="list-style-type: none">1) Not as detailed as session guide2) Intended for the students5. Maintaining continuity of instruction<ul style="list-style-type: none">a) Anticipate and prepare for class disruptions<ul style="list-style-type: none">1) Emergency calls2) Malfunctioning equipment3) Failure of guest speaker to appear4) Inclement weather	<p>What factors affect the students ability to learn?</p>

INSTRUCTOR GUIDE

PRESENTING THE INSTRUCTION

PRESENTATION	APPLICATION
<p>B. Physical setting</p> <p>1. Classroom</p> <ul style="list-style-type: none">a) Seating arrangementb) Temperaturec) Ventilationd) Lightinge) Ability to see and hear <p>2. Outdoor training</p> <ul style="list-style-type: none">a) Distractionsb) Group controlc) Note taking and handlingd) Seeing and hearinge) Weather conditions <p>C. Instructor Influence</p> <p>1. The instructor plays a key role in establishing an appropriate learning environment</p> <p>a) Attitude and approach to instruction</p>	<p>OHT 9-2</p> <p>OHT 9-3</p> <p>OHT 9-4</p> <p>What can an instructor do to influence a positive learning environment?</p>

INSTRUCTOR GUIDE

PRESENTATION	APPLICATION
<p>b) Enthusiastic and professional</p> <ol style="list-style-type: none"> 1) On time 2) Prepared 3) Organized 4) Appropriate appearance 5) Willing to work with students 	
<p>II. LAWS OF LEARNING ■■■■■■■■■■</p> <p>A. The laws of learning identify how specific educational concepts relate to student learning</p> <ol style="list-style-type: none"> 1. Readiness - ready to receive stimuli 2. Exercise - repetition 3. Effect - reward learning 4. Association - relate to past experiences 5. Recency - practice a skill before using 6. Intensity - make the experience real 	<p>Do Thorndike's Laws of Learning have a roll in the learning environment?</p> <div style="background-color: black; color: white; padding: 5px;">OHT 9-5</div>
<p>III. PRINCIPLES OF INSTRUCTION ■■■■■■■■■■</p>	<p>What is a student-centered approach to learning?</p>

INSTRUCTOR GUIDE

PRESENTING THE INSTRUCTION

PRESENTATION	APPLICATION
<p>A. Student-centered approach</p> <ol style="list-style-type: none">1. Begin at level student can understand2. Develop new ideas the student can run with <p>B. Six principles of instruction</p> <ol style="list-style-type: none">1. The first principle - start at level of student understanding2. The second principle - emphasize and support teaching points<ol style="list-style-type: none">a) Use appropriate training aids - appeal to sensesb) Have students take notesc) Provide assignments that support key pointsd) Review key points during classe) Stress vital points by teaching step-by-stepf) For long courses plan periodic reviews3. The third principle - create and maintain student interest<ol style="list-style-type: none">a) Instructor must be enthusiastic	<p>OHT 9-6</p> <p>How would you emphasize a teaching point?</p> <p>What methods have you used to maintain interest?</p>

INSTRUCTOR GUIDE

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> b) Watch for boredom c) Consider traveling to realistic outside settings d) Rouse student curiosity e) Consider outside instructor or team teaching <p>4. The fourth principle - provide for a sense of success in the student</p> <ul style="list-style-type: none"> a) Provide a well-organized, clearly worded lesson b) Consider a progress chart <p>5. The fifth principle - provide meaningful participation</p> <ul style="list-style-type: none"> a) Ask thought-provoking questions b) Allow as much hands-on as practical c) Identify errors and make corrective action <p>6. The sixth principle - reinforce learning</p> <ul style="list-style-type: none"> a) Repeat key points b) Confirm learning by question, quizzes, etc. 	<p>How can you attain this lofty goal?</p>
<p>IV. METHODS OF INSTRUCTION ■ ■ ■ ■ ■ ■ ■ ■ ■ ■</p>	<p>OHT 9-7</p> <p>What method do you think I'm using now?</p>

INSTRUCTOR GUIDE

PRESENTING THE INSTRUCTION

PRESENTATION	APPLICATION
<p>A. Lecture method</p> <ol style="list-style-type: none">Advantages<ol style="list-style-type: none">Easiest methodGood for a large audience in short period of timeDisadvantages<ol style="list-style-type: none">Assumes students are progressing at the same rateLittle feedback or participationHelpful hints<ol style="list-style-type: none">Supplement with audio/visual aidsConsider your voice, posture, and clothing	
<p>B. Illustration method - showing</p> <ol style="list-style-type: none">Advantages<ol style="list-style-type: none">Involves the sense of sightDisadvantages<ol style="list-style-type: none">Do not use in lieu of a demonstrationHelpful hints<ol style="list-style-type: none">A/V aids should illustrate exactly what instructor wantsMaterials should be large enough for all to see	<p>What would be a positive aspect of using the illustrative method?</p>

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> c) Keep materials out of sight till time for display d) If using charts or drawings, use only one at a time <p>C. Demonstration method</p> <ol style="list-style-type: none"> 1. Advantages <ul style="list-style-type: none"> a) Touch is added to seeing and hearing b) Most effective for teaching manipulative skills 2. Helpful hints <ul style="list-style-type: none"> a) Organize materials in working order b) Practice before presenting c) Reposition students if necessary to see and hear d) Link new information to old e) <u>Always</u> include safety tips 3. Presentation steps <ul style="list-style-type: none"> a) Proceed from known to unknown b) Do the operation once at normal speed c) Perform the operation slowly while a student explains each step d) Have a student perform and explain each step 	<p>What could be the biggest advantage of the demonstration method?</p>

PRESENTING THE INSTRUCTION

CSFM
Page 10

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> <ul style="list-style-type: none"> b) Participants review and discuss detailed accounts of past occurrences 4. Role playing <ul style="list-style-type: none"> a) Requires considerable instructor preparation b) Emphasis is on relationships among role players 5. Brainstorming <ul style="list-style-type: none"> a) Present and discuss ideas in a group without criticism b) Emphasis is to encourage creative thought E. Questioning techniques <ul style="list-style-type: none"> 1. Direct questions <ul style="list-style-type: none"> a) Addressed to one person 2. Overhead question <ul style="list-style-type: none"> a) Addressed to the entire group b) Promotes thinking, discussion 3. Rhetorical question <ul style="list-style-type: none"> a) Addressed to group b) Promotes thinking c) Answer not expected 	<div data-bbox="1198 1016 1370 1056" data-label="Section-Header"> <p>OHT 9-9</p> </div> <p data-bbox="1198 1234 1469 1304">What's an overhead question?</p>

SUMMARY:

It is the instructor's responsibility to make learning as easy as possible for the student. Starting with a student-centered approach, the good instructor will constantly assess the teaching environment both physically and attitudinally. The instructor must incorporate the six principles of learning and go with what works best. Finally, the instructor must show the flexibility to adapt to individualized instruction needs.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 125-150 in your Fire Service Instructor, IFSTA, 5th Edition in order to prepare yourself for the upcoming quiz. Study for our next session.

Managing Instructional Activities

- Policies
- Class discipline
- Session planning
- Maintaining continuity of instruction

INSTRUCTOR 1A

UNIT 6A

SESSION 1.000

Classroom

- Seating arrangement
- Temperature
- Ventilation
- Lighting
- Ability to see and hear

INSTRUCTOR 1A

UNIT 6A

SESSION 1.000

Outdoor Training

- Distractions
- Group control
- Note taking and handling
- Seeing and hearing
- Weather conditions

INSTRUCTOR 1A

UNIT 6A

SESSION 1.000

Instructor Influence

- Attitude
- Approach to instruction
- Enthusiastic
- Professional

INSTRUCTOR 1A

UNIT 6A

SESSION 1.000

Laws Of Learning

- Readiness
- Exercise
- Effect
- Association
- Recency
- Intensity

INSTRUCTOR 1A

UNIT 6A

SESSION 1.000

Principles Of Instruction

- Start at a level of student understanding
- Emphasize and support teaching points
- Create and maintain student interest
- Provide for a sense of success in the student
- Provide meaningful participation
- Reinforce learning

INSTRUCTOR 1A

UNIT 6A

SESSION 1.000

Methods Of Instructions

- Lecture
- Illustration
- Demonstration
- Discussion

INSTRUCTOR 1A

DATE

SECTION 1A

Discussion Methods

- Guided discussion
- Conference
- Case study
- Role playing
- Brainstorming

INSTRUCTOR 1A

DATE

SECTION 1A

Questioning Techniques

- Direct questions
- Overhead questions
- Rhetoric questions
- Relay questions

INSTRUCTOR 1A

DATE

SECTION 1A

INSTRUCTOR GUIDE

THE FOUR-STEP METHOD OF INSTRUCTION

TOPIC:	THE FOUR-STEP METHOD OF INSTRUCTION
TIME FRAME:	0:30
LEVEL OF INSTRUCTION:	Level II
BEHAVIORAL OBJECTIVES:	
CONDITIONS:	Given a written quiz
BEHAVIOR:	The student will demonstrate knowledge of the four-step method of instruction
STANDARD:	With a minimum 80% accuracy according to the information contained in <u>Fire Service Instructor</u> , IFSTA, 5th Edition, pages 104-108, and <u>Fire Instructor 1A Student Supplement</u> , CFSTES, 1996, Information Sheet 10-1
MATERIALS NEEDED:	<ul style="list-style-type: none">• Writing board with markers/erasers• Overhead projector and screen• Overhead transparencies 10-1 through 10-10
REFERENCES:	<ul style="list-style-type: none">• <u>Fire Service Instructor</u>, IFSTA, 5th Edition
PREPARATION:	<p>Since the purpose of instruction is to change the behavior of learners, the purpose of lesson plans is to guide the instructor through all the steps necessary or teaching a skill or knowledge in the proper sequence.</p> <p>Four well-proven steps in teaching guide an instructor to do a complete job of instruction. These steps are: preparation, presentation, application, and evaluation.</p>

THE FOUR-STEP METHOD OF INSTRUCTION

APPLICATION

OHT 10-1

OHT 10-2

OHT 10-3

CSFM
Page 2

INSTRUCTOR GUIDE

THE FOUR-STEP METHOD OF INSTRUCTION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">1) Begin2) Associating3) Students and4) Experiences	<p>What are some things we can do to accomplish student preparation?</p> <p>OHT 10-4</p>
<ul style="list-style-type: none">2. How to accomplish<ul style="list-style-type: none">a) Ask questionsb) Cite examplesc) Relate previous experiencesd) Review previous lessonse) Conduct diagnostic quizzesf) Cite benefits of learning the lesson3. The motivation does not have to be written out<ul style="list-style-type: none">a) It can be a memory jogger of 2 or 3 words or sentences which you may expand	<p>OHT 10-5</p>
<p>C. Presentation (Step 2)</p> <ul style="list-style-type: none">1. Purpose	<p>What is the importance of the presentation step?</p>

INSTRUCTOR GUIDE

THE FOUR-STEP METHOD OF INSTRUCTION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">a) To present new information to the learner<ul style="list-style-type: none">1) Skills2) Concepts3) Proceduresb) To instruct learners <ul style="list-style-type: none">2. How to accomplish<ul style="list-style-type: none">a) Give demonstrationsb) Use visual aidsc) Explain proceduresd) Emphasize key pointse) Explain<ul style="list-style-type: none">1) Concepts2) Philosophies3) Principles4) Implicationsf) Proceed<ul style="list-style-type: none">1) From known to unknown2) From simple to complex	<div>OHT 10-6</div>

PRESENTATION

APPLICATION

D. Application (Step 3)

1. Application is the most important step
 - a) Little or no learning takes place without "doing"
2. Purpose
 - a) To provide learners opportunity to perform under supervision
 - b) To involve students in the learning process
 - c) To correct bad errors before they become habits
3. How to accomplish
 - a) Have learner perform the job
 - b) Supervise performance closely
 - c) Check and correct errors
 - d) Develop correct habits
 - e) Check key points and safety points

What is the most important step of the four-step method of instruction?

OHT 10-7

Why must the instructor closely supervise student performance during this step?

OHT 10-8

INSTRUCTOR GUIDE

THE FOUR-STEP METHOD OF INSTRUCTION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">f) Develop discussionsg) Assign problems <p>E. Evaluation (Step 4)</p> <ul style="list-style-type: none">1. Purpose<ul style="list-style-type: none">a) To evaluate learningb) To evaluate teaching2. How to accomplish<ul style="list-style-type: none">a) Have learner perform jobs unassistedb) Conduct manipulative performance testsc) Ask prepared questionsd) Have learner demonstrate and explain jobe) Conduct examinationsf) Evaluate notebooks, projects, assignments, etc.	<p>Why do we have an evaluation step?</p> <p>OHT 10-9</p> <p>OHT 10-10</p>

SUMMARY:

The four-step method of instruction is the most effective technique of presenting instruction. It leads the instructor through four precise steps that ensure 1) the student is motivated, 2) the teaching content is organized, 3) the student gets the opportunity to apply the new skill or knowledge, and 4) the student is evaluated so that the instructor can determine if learning took place. Every instructor must understand the purpose and importance of each step to become effective in the delivery of instruction.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 104-108 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 10-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Four Step Method of Instruction

- I Preparation
- II Presentation
- III Application
- IV Evaluation

INSTRUCTOR 1A Q17 1A1 MARCH 1996

Preparation

- To prepare the mind of the learner

<u>A</u> ttention	-	Attract
<u>C</u> uriosity	-	Arouse
<u>I</u> nterest	-	Create
<u>D</u> esire	-	Stimulate

INSTRUCTOR 1A Q17 1A2 MARCH 1996

Preparation

- To create a foundation for learning

Begin
Associating
Students and
Experiences

INSTRUCTOR 1A Q17 1A3 MARCH 1996

Preparation

How to accomplish:

- Ask questions
- Cite examples
- Relate personal experiences
- Review previous lessons
- Conduct diagnostic quizzes
- Cite benefits of learning the lesson

INSTRUCTOR 1A Q17 1A4 MARCH 1996

Presentation

Purpose:

- To present new skills, concepts, and procedures
- To instruct learners

INSTRUCTOR 1A Q17 1A5 MARCH 1996

Presentation

How to accomplish:

- Give demonstrations
- Use visual aids
- Explain procedures
- Emphasize key points, main facts
- Explain concepts, philosophies, principles, and implications
- Proceed from known to unknown
- Use textbooks and other references

INSTRUCTOR 1A Q17 1A6 MARCH 1996

Application

Purpose:

- To provide learners with an opportunity to perform, under supervision (Instructor's guidance)
- To involve students in the learning process

INSTRUCTOR 1A

CH 11-12

MARCH 1996

Application

How to accomplish:

- Have learner perform the job
- Supervise the performance closely
- Check and correct errors, as they occur
- Develop correct habits
- Check key points and safety points
- Develop discussions
- Conduct quizzes
- Assign projects, solve problems
- Require note taking

INSTRUCTOR 1A

CH 11-12

MARCH 1996

Evaluation

Purpose:

- To evaluate learning
- To evaluate teaching

INSTRUCTOR 1A

CH 11-12

MARCH 1996

Evaluation

How to accomplish:

- Have learner perform the job unassisted
- Conduct manipulative performance tests
- Ask prepared questions
- Have learner demonstrate and explain job
- Have learner observe and criticize another learner's performance
- Conduct examinations, evaluations
- Evaluate notebooks, projects, assignments, etc.

INSTRUCTOR 1A

CH 11-12

MARCH 1996

INSTRUCTOR GUIDE

TOPIC:	MANIPULATIVE LESSON PLAN COMPONENTS
TIME FRAME:	0:30
LEVEL OF INSTRUCTION:	Level II
BEHAVIORAL OBJECTIVES:	
CONDITIONS:	Given a written quiz
BEHAVIOR:	The student will demonstrate knowledge of the components of a manipulative lesson plan
STANDARD:	With a minimum 80% accuracy according to the information contained in <u>Fire Service Instructor</u> , IFSTA, 5th Edition, pages 104-115
MATERIALS NEEDED:	<ul style="list-style-type: none">• Writing board with markers/erasers• Overhead projector and screen• Overhead transparencies 11-1 through 11-3
REFERENCES:	<ul style="list-style-type: none">• <u>Fire Service Instructor</u>, IFSTA, 5th Edition
PREPARATION:	Students must gain new skills and changed capabilities or the instructional effort has failed. The following information will provide a clearer understanding of the major elements of a manipulative lesson plan. This will provide a broad overview of the total picture for lesson plan designed for the psychomotor domain, hands on skills. Personnel who give fire service instruction rarely think of themselves as teachers. However, anyone who has the responsibility to teach what they know to someone else is an instructor, whether they recognize it or not. Their job is to teach. Fire department officers have a considerable amount of instructional work to do; but before an officer can provide adequate instruction, they must learn a new trade --- instruction.

INSTRUCTOR GUIDE

MANIPULATIVE LESSON PLAN COMPONENTS

PRESENTATION

APPLICATION

OHT 11-1

I. COVER PAGE OF THE INDIVIDUAL LESSON PLAN

- A. A lesson plan is made for each job listed on the course outline
- B. Topic
 - 1. The title of the job to be taught
 - 2. The job title is taken directly from the course outline
 - 3. Manipulative-type jobs must begin with the words "How to.... ."
- C. Time
 - 1. The time the lesson will take to complete should go here
 - 2. Include the time that will be required to complete the application step in a manipulative lesson
- D. Level of instruction
 - 1. The level to which students are to be trained
 - 2. Level I, Level II, or Level III is listed in here
- E. Behavioral objective
 - 1. The behavioral objective specifically identifies what will occur

Why are the levels of instruction important?

What is the purpose of a behavioral objective?

INSTRUCTOR GUIDE

MANIPULATIVE LESSON PLAN COMPONENTS

PRESENTATION	APPLICATION
<ul style="list-style-type: none">2. The "Condition"3. The "Behavior"4. The "Standard" <p>F. Materials needed</p> <ul style="list-style-type: none">1. This is a list of everything the instructor will need to teach the lesson2. Tools3. Equipment4. Student handout materials5. Convenience items, and so on <p>G. References</p> <ul style="list-style-type: none">1. List here the books, periodicals, sources, and resources used in developing the lesson2. Also list any reference that would be good for the instructor to pursue prior to teaching the class <p>H. Preparation</p> <ul style="list-style-type: none">1. Step 1 of the four-step plan of teaching2. This is where students are motivated to learn3. This is where a teaching base is established	<p>What is the importance of the "Preparation Step?"</p> <p>OHT 11-2</p>

INSTRUCTOR GUIDE

PRESENTATION	APPLICATION
<ul style="list-style-type: none">2. Where the student demonstrates how much they have learned3. The student does the job without aid4. If the student does it correctly, she/he has learned the job<ul style="list-style-type: none">a) This is the reason for making a lesson plan <p>C. Assignment</p> <ul style="list-style-type: none">1. Every lesson may not require an assignment2. Students forget new skills very quickly unless they are given an opportunity to practice them3. An assignment may be given to allow the learner to practice the newly learned ability or to read about some related subject4. In Fire Instructor 1A and 1B, identifying an assignment is required as part of the lesson plan development	<p>Must an assignment always be given?</p>

SUMMARY:

The content of a lesson plan is influenced by many factors, the most important being the performance desired from the student as indicated by the behavioral objective(s). Most manipulative jobs are taught at Level II or Level III, and the presentation step for these jobs should always include a demonstration. In the unusual case where a manipulative job is being taught at Level I, the instructor may find it is enough simply to explain the presentation step. However, the best way to teach a manipulative skill is to demonstrate it using the actual tools or equipment. Every manipulative lesson plan must include a carefully prepared job breakdown.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 104-115 in your Fire Service Instructor, IFSTA, 5th Edition in order to prepare yourself for the upcoming quiz. Study for our next session.

Cover Page of Lesson Plan

INSTRUCTIONS FOR THE Lesson Plan Template	
NAME	INSTRUCTOR Implementation Number
DATE	1
TIME	1 hour
INSTRUCTIONS FOR THE INSTRUCTOR	
Directions	A lesson plan template
Instructions	The purpose of this template is to provide a guide to the instructor for developing a lesson plan.
Directions	Fill in the information requested in the template. The template is designed to be used by the instructor to develop a lesson plan.
INSTRUCTIONS FOR THE STUDENT	Fill in the information requested in the template. The template is designed to be used by the student to develop a lesson plan.
INSTRUCTIONS FOR THE PARENT	Fill in the information requested in the template. The template is designed to be used by the parent to develop a lesson plan.

INSTRUCTOR 1A DATE 1/1/96 INSTRUCTOR 1A

Middle Pages of Lesson Plan

INSTRUCTIONS FOR THE INSTRUCTOR	INSTRUCTIONS FOR THE STUDENT
<p>1. Fill in the information requested in the template. The template is designed to be used by the instructor to develop a lesson plan.</p> <p>2. Fill in the information requested in the template. The template is designed to be used by the student to develop a lesson plan.</p> <p>3. Fill in the information requested in the template. The template is designed to be used by the parent to develop a lesson plan.</p>	<p>1. Fill in the information requested in the template. The template is designed to be used by the student to develop a lesson plan.</p> <p>2. Fill in the information requested in the template. The template is designed to be used by the student to develop a lesson plan.</p> <p>3. Fill in the information requested in the template. The template is designed to be used by the student to develop a lesson plan.</p>

INSTRUCTOR 1A DATE 1/1/96 INSTRUCTOR 1A

Last Page of Lesson Plan

INSTRUCTIONS FOR THE INSTRUCTOR
<p>1. Fill in the information requested in the template. The template is designed to be used by the instructor to develop a lesson plan.</p> <p>2. Fill in the information requested in the template. The template is designed to be used by the student to develop a lesson plan.</p> <p>3. Fill in the information requested in the template. The template is designed to be used by the parent to develop a lesson plan.</p>

INSTRUCTOR 1A DATE 1/1/96 INSTRUCTOR 1A

INSTRUCTOR GUIDE

LEVELS OF INSTRUCTION

TOPIC: LEVELS OF INSTRUCTION

TIME FRAME: 1:30

LEVEL OF INSTRUCTION: Level II

BEHAVIORAL OBJECTIVES:

CONDITIONS: Given a class activity and written quiz

BEHAVIOR: The student will demonstrate knowledge of the levels of instruction

STANDARD: With a minimum 80% accuracy according to the information contained in Fire Service Instructor, IFSTA, 5th Edition, pages 91-94, and Fire Instructor 1A Student Supplement, CFSTES, 1996, Information Sheet 12-1

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparencies 12-1 through 12-11
- Activity Sheet 12-1

REFERENCES:

- Fire Service Instructor, IFSTA, 5th Edition

PREPARATION:

Before developing a lesson plan, instructors must first determine the appropriate level of instruction to which the lesson must be taught. Levels of instruction can be determined for each job listed in the course outline by studying the occupation and analyzing its jobs. The skill and knowledge requirements for a particular job will dictate the level of instruction. Consideration must also be given to levels of instruction when developing tests. Students should not be expected to be tested above a level to which they were taught. Within the vocational education process, three levels of instruction are commonly used: Level 1, basic knowledge; Level 2, competent; and Level 3, highly proficient.

LEVELS OF INSTRUCTION

APPLICATION

OHT 12-1

- ## OHT 12-2

- ## OHT 12-3

INSTRUCTOR GUIDE

LEVELS OF INSTRUCTION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">b) Make instruction more pertinent to student needsc) Avoid "over teaching"d) Avoid "under teaching"e) Limit instruction to those things that must be known at that time <p>3. Determining appropriate levels of instruction</p> <ul style="list-style-type: none">a) Analyze the occupationb) Refer to<ul style="list-style-type: none">1) NFPA standard2) Career development guide3) State standards4) Local standards <p>4. Levels of instruction within each learning domain</p> <ul style="list-style-type: none">a) Cognitive - (6) Bloomb) Psychomotor - (5) Hauensteinc) Affective - (5) Krathwohl	<p>OHT 12-4</p> <p>OHT 12-5</p> <p>Which of the learning domains have fire service levels of instruction been based upon?</p>

INSTRUCTOR GUIDE

LEVELS OF INSTRUCTION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">5. Fire service levels of instruction have been based on cognitive domain as defined by Bloom<ul style="list-style-type: none">a) Three levels in the cognitive domain<ul style="list-style-type: none">1) Knowledge2) Comprehension3) Application<ul style="list-style-type: none">• To some extent, analysis6. Not developed with the adult learner in mind7. Objectives tied to specific "action verbs"8. Does not apply to psychomotor or affective domains	<p>OHT 12-6</p> <p>What are some limitations when only the cognitive domain is used to establish levels of instruction?</p> <p>OHT 12-7</p> <p>OHT 12-8</p> <p>What forms of application are used in Level I?</p>
<p>II. LEVELS OF INSTRUCTION REDEFINED</p> <p>A. Level I - Basic Knowledge</p> <ul style="list-style-type: none">1. Acquire new information2. Instructor plays a major role	

INSTRUCTOR GUIDE

LEVELS OF INSTRUCTION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">3. Application involves<ul style="list-style-type: none">a) Quizzesb) Exercisesc) Discussions4. Evaluation requires student to echo what they have learned5. Manipulative skills not taught or tested <p>B. Level II - Competent</p> <ul style="list-style-type: none">1. Expansion on knowledge learned at the first level2. Technical information connected to field performance3. Instructor moves into "why" mode4. Application involves<ul style="list-style-type: none">a) Explanationsb) Relationshipsc) Description of general principlesd) Application to prescribed problems5. Approaches to problems must be justified<ul style="list-style-type: none">a) Explain why and when	<p>OHT 12-9</p> <p>What is a key element in regard to performance within Level II?</p>

INSTRUCTOR GUIDE

LEVELS OF INSTRUCTION

PRESENTATION	APPLICATION
<ul style="list-style-type: none">6. Students can perform all parts of a job and meet minimum demands for speed and accuracy7. Evaluation moves toward subjectivity and the melding of skills <p>C. Level III - Highly Proficient</p> <ul style="list-style-type: none">1. Students function with little supervision2. Emphasis is on independent research and the deepening of conceptual understanding3. Application involves<ul style="list-style-type: none">a) Multi-faceted approachb) Application to <u>new</u> situations4. Instructors role is more of a facilitator5. Students attain complete motor skills and can function smoothly and timely6. Evaluation goes beyond classroom to include simulations and on the job performance	<p>OHT 12-10</p> <p>Do students need much supervision when performing at Level III?</p> <p>Is evaluation limited to classroom situations when teaching at Level III?</p> <p>OHT 12-11</p>

INSTRUCTOR GUIDE

LEVELS OF INSTRUCTION

PRESENTATION

APPLICATION

III. RELATIONSHIP OF "LEVELS" TO "SBO'S" ■ ■ ■ ■

A. Writing student behavioral objectives

1. Utilize action verbs
 - a) Don't be restricted to any particular words (verbs)
 - b) Use words that best describe the behavior desired
2. Consider objectives that involve any or all of the learning domains
3. Avoid using verbs that are vague or open to interpretation
 - a) The statement must be measurable

What learning domains should behavioral objectives be limited to?

SUMMARY:

Levels of instruction are an important factor to consider during the planning of instruction. They indicate to what extent a particular topic will be covered. Levels of instruction are also based on job requirements for a specific level of expertise that an individual is expected to perform. When stating levels of performance, consideration must also be given to testing requirements. Individuals must not be tested above a level in which they were taught.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy and Activity Sheet 12-1 at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 91-94 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 12-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Learning Domains

- Cognitive - Knowledge
- Psychomotor - Manipulative Skills
- Affective - Attitudes / Feelings

Levels of Instruction

Definition:

- That depth of instruction for a specific skill and/or technical information which will enable the student to meet minimum requirements for the occupation

Levels of Instruction

Purpose:

- Utilize training time more efficiently
- Make instruction more pertinent to the students' needs
- Avoid "over teaching"
- Avoid "under teaching"
- Limit instruction to those things that must be known at that time

Level May Be Determined By

- Analyze the Occupation
- Refer to:
 - NFPA Standards
 - Career Development Guide
 - State Standards
 - Local Standards

Levels Within Each Domain

- Cognitive - (6) Bloom
- Psychomotor - (5) Hauenstein
- Affective - (5) Krathwohl

Levels in the Cognitive Domain

- Knowledge
- Comprehension
- Application
- Analysis (Some Extent)
- Synthesis (Rarely Used)
- Evaluation (Rarely Used)

Levels of Instruction Re-Defined

- Level One Basic Knowledge
- Level Two Competent
- Level Three Highly Proficient

INSTRUCTOR 1A

CH 11.1.1

MARCH 1996

Levels of Instruction

Level One – Basic Knowledge

- Acquire new information
- Instructor plays a major role
- Application: quizzes, exercises, discussions
- Evaluation: students echo what they have learned
- Manipulative skills not taught nor tested

INSTRUCTOR 1A

CH 11.1.1

MARCH 1996

Levels of Instruction

Level Two – Competent

- Expansion on knowledge learned at Level One
- Instructor moves into "Why" mode
- Application: explanations, relationships, description of general principles, response to prescribed problems
- Evaluation: moves toward subjectivity in the melding of skills
- Students can perform all parts of the job

INSTRUCTOR 1A

CH 11.1.2

MARCH 1996

Levels of Instruction

Level Three – Highly Proficient

- Students function with little supervision
- Instructors' role is more of a facilitator
- Application: multi-faceted approach, response to new situations
- Evaluation: goes beyond classroom, which can include simulations and on the job performance
- Students attain complete motor skills and can function smoothly and timely

INSTRUCTOR 1A

CH 11.1.3

MARCH 1996

Relationship of "Levels" to "SBOs"

- Utilize action verbs
- Consider objectives that involve any or all of the learning domains
- Avoid using verbs with are vague or open to interpretation

INSTRUCTOR 1A

CH 11.1.1

MARCH 1996

LEVELS OF INSTRUCTION



MATERIALS NEEDED:

Fire Service Instructor, IFSTA, 5th Edition
Information Sheet 12-1

DIRECTIONS:

Listed below are common lesson topics that are typically included in training programs. Based on the information provided to you regarding levels of instruction, assign the appropriate level of instruction.

TOPIC	LEVEL
1. Identify classes of fire	_____
2. How to couple hose	_____
3. How to inspect and maintain SCBA	_____
4. Types of fire hydrants	_____
5. Perform triage at an MCI	_____
6. Methods of safe driving	_____
7. How to drive fire apparatus	_____
8. How to operate fire pumps	_____
9. How to fold salvage covers	_____
10. Perform DMV road test	_____
11. How to don SCBA	_____
12. How to ventilate a pitched roof	_____
13. Determine engine pump pressure	_____
14. Types of fire alarm systems	_____

INSTRUCTOR GUIDE

STUDENT BEHAVIORAL OBJECTIVES

TOPIC:

STUDENT BEHAVIORAL OBJECTIVES

TIME FRAME:

1:30

LEVEL OF INSTRUCTION:

Level II

BEHAVIORAL OBJECTIVES:**CONDITIONS:**

Given a class activity and written quiz

BEHAVIOR:

The student will construct student behavioral objectives and demonstrate knowledge of student behavioral objective construction for manipulative lesson plans

STANDARD:

With a minimum 80% accuracy according to the information contained in Fire Service Instructor, IFSTA, 5th Edition, pages 94-102, and Fire Instructor 1A Student Supplement, CFSTES, 1996, Information Sheet 13-1

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparencies 13-1 through 13-9
- Activity Sheet 13-1

REFERENCES:

- Fire Service Instructor, IFSTA, 5th Edition

PREPARATION:

Learning does not necessarily depend on instruction. However, instruction does depend on learning! Students must gain new skills or changed capabilities or the instructional effort has failed. Goals are statements that lend direction to instruction and are a necessary part of this process as they influence student learning in many ways. The following information will provide a clearer understanding of what behavioral objectives are and how to construct them.

PRESENTATION	APPLICATION
<p>II. CONSTRUCTING BEHAVIORAL OBJECTIVES ■ ■</p> <p>A. Instructor should</p> <ol style="list-style-type: none"> 1. State the behavioral objective 2. Teach the behavioral objective 3. Test the behavioral objective <p>B. The basic parts of the behavioral objective are</p> <ol style="list-style-type: none"> 1. CONDITIONS (Given or "How") <ol style="list-style-type: none"> a) List the components that will be used by the student(s) during the actual evaluation process of instruction b) Manipulative SBO lists the equipment and conditions that the student will be evaluated <ol style="list-style-type: none"> 1) 2½" nozzle with 2½" hose 2) Under simulated fire conditions 	<p>What are the basic parts of the behavioral objectives?</p> <p>OHT 13-3</p> <p>What are some "conditions" that can be used in a manipulative lesson?</p> <p>OHT 13-4</p>

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> c) Technical lesson plans describe the testing condition the student(s) will perform under <ul style="list-style-type: none"> 1) A written examination 2) An oral examination 2. BEHAVIOR (Performance or "What") 3. STANDARD ("How Well") 	<p>What are some examples of "conditions" that can be used in a technical lesson?</p> <p>OHT 13-5</p>
<p>III. MEASURABLE VERSUS VAGUE OBJECTIVES ■ ■</p> <ul style="list-style-type: none"> A. Vague behavioral objectives are words with many interpretations <ul style="list-style-type: none"> 1. Know 2. Understand 3. Appreciate 4. Realize 5. Really appreciate 6. Fully benefit 7. Believe 	<p>What are some words that would be open to many interpretations?</p> <p>OHT 13-6</p>

INSTRUCTOR GUIDE

STUDENT BEHAVIORAL OBJECTIVES

PRESENTATION	APPLICATION
<p>8. Grasp the significance of</p> <p>B. Measurable behavioral objectives are words with few interpretations</p> <p>1. Write</p> <p>2. Recite</p> <p>3. Identify</p> <p>4. Differentiate</p> <p>5. Solve</p> <p>6. Construct</p> <p>7. List</p> <p>8. Compare</p> <p>9. Contrast</p> <p>10. Assemble</p> <p>11. Inspect</p> <p>12. Draw</p> <p>13. Describe</p> <p>14. Operate</p> <p>IV. BEHAVIORAL OBJECTIVES CONSTRUCTION ■ ■</p>	<p>OHT 13-7</p> <p>What types of items are included under "conditions?"</p> <p>OHT 13-8</p>

INSTRUCTOR GUIDE

STUDENT BEHAVIORAL OBJECTIVES

PRESENTATION	APPLICATION
<p>A. Conditions</p> <ol style="list-style-type: none">1. List only the items the student(s) will use during the evaluation2. Note the conditions that the student(s) will be tested under <p>B. Behavior</p> <ol style="list-style-type: none">1. Describe the actual performance of the student(s) wanted at the end of instruction2. The behavior statement starts with the key words<ol style="list-style-type: none">a) "The student will . . ." <p>C. Standard</p> <ol style="list-style-type: none">1. Three components should always be used for most circumstances<ol style="list-style-type: none">a) Minimum standard, percentage, or level of accuracyb) Time standard<ol style="list-style-type: none">1) Should be used most of the time to prove that the student(s) has competence in performing the skill2) If "time" is missing, there is no department standard or "criterion-referenced" performancec) "According to" reference2. Well-written standard<ol style="list-style-type: none">a) "Completing all operations within a minute and a half according to the department standard"	

STUDENT BEHAVIORAL OBJECTIVES

APPLICATION

OHT 13-9

- ## V. BEHAVIORAL OBJECTIVE PITFALLS

1. Don't list items that will be used during the instructional process such as "job breakdown"
2. Don't list items designed to be used by the instructor rather than the student(s) such as "stopwatch"

1. Don't use words with many interpretations
2. Avoid mixing Level I words with words that show Level II performance by the student(s)

What are the common pitfalls when wording the "behavior" portion of a behavioral objective?

PRESENTATION	APPLICATION
<p>C. Standard</p> <ol style="list-style-type: none"> 1. Avoid conflicting standards of performance <ol style="list-style-type: none"> a) "Completing all operations" is different from "with a minimum of 80% accuracy" b) "Completing all operations" is the preferred way to say "with a minimum of 100% accuracy" <p>VI. INSTRUCTOR ACCOUNTABILITY AND LIABILITY ■</p> <p>A. Accountability</p> <ol style="list-style-type: none"> 1. Help instructors to be consistent 2. Provide standardization for the students 3. Increases the comfort of the learning environment <p>B. Liability</p> <ol style="list-style-type: none"> 1. Reduces liability when behavioral objective is given completely to the students 2. Prevents errors and omissions 3. Helps the student(s) with learning 	<p>What value do the behavioral objectives have for the instructor?</p>

SUMMARY:

Learning does not necessarily depend on instruction. However, instruction does depend on learning! Goals are statements that lend direction instruction and are a necessary part of this process as they influence student learning in many ways. The previous information provided a clearer understanding of what behavioral objectives are and how construct them. Most significantly is the increasing of the instructors accountability while reducing the potential liability.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy and Activity Sheet 13-1 at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 94-102 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 13-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Behavioral Objective

- A description of the minimum acceptable performance by a student at the end of an instructional period

Purposes of the Behavioral Objective

- Help the student by telling them the condition under which they will be performing
- Motivate the student because the student(s) know what has to be done
- Informs the student(s) of how well they must perform.

Basic Parts of Behavioral Objectives

- Conditions
- Behavior
- Standard

Conditions for Manipulative Lesson

- 2-1/2" nozzle with 2-1/2" hose
- under simulated fire conditions

Conditions for Technical Lesson

- A written examination
- An oral examination

Vague Behavioral Objectives

- to know
- to understand
- to appreciate
- to realize
- to really appreciate
- to fully benefit
- to believe
- to grasp the significance of

Measurable Behavioral Objectives

- to write
- to rectify
- to identify
- to differentiate
- to solve
- to construct
- to list
- to compare
- to compare
- to assemble
- to inspect
- to draw
- to describe
- to operate

Conditions

- List the items that only the student(s) will use during the evaluation
- Note the conditions that the student(s) will be tested under

Components of the "Standard"

- Level of accuracy
- Time standard
- Reference for the standard

INSTRUCTOR GUIDE

TOPIC:	MANIPULATIVE LESSON PLAN DEVELOPMENT
TIME FRAME:	2:00
LEVEL OF INSTRUCTION:	Level II
BEHAVIORAL OBJECTIVES:	
CONDITIONS:	Given a class activity and written quiz
BEHAVIOR:	The student will develop manipulative lesson plans and demonstrate knowledge of the manipulative lesson plan development procedure
STANDARD:	With a minimum 80% accuracy according to the information contained in <u>Fire Service Instructor</u> , IFSTA, 5th Edition, pages 104-122, and <u>Fire Instructor 1A Student Supplement</u> , CFSTES, 1996, Information Sheet 14-1
MATERIALS NEEDED:	<ul style="list-style-type: none">• Writing board with markers/erasers• Overhead projector and screen• Overhead transparencies 14-1 through 14-4• Activity Sheets 14-1 and 14-2
REFERENCES:	<ul style="list-style-type: none">• <u>Fire Service Instructor</u>, IFSTA, 5th Edition
PREPARATION:	<p>If telling were teaching, you or I could just stand in front of a class for a certain period of time and speak. But teaching is work!</p> <p>Failure in the classroom for an instructor is usually not a lack of knowledge or experience, but actually the result of the instructor failing to comprehend or overlooking vital steps in the teaching/learning process. Effective planning leads to effective teaching. With proper sequencing and planning, a manipulative lesson plan will assure the instructor of having the written tools to be effective.</p>

PRESENTATION	APPLICATION
<ol style="list-style-type: none"> 2. The student's attention must be gained to provide an opportunity to learn 3. Motivation should pass the acid test <div style="margin-left: 40px;"> <ol style="list-style-type: none"> A Attention (Attract) C Curiosity (Create) I Interest (Insight) D Desire (Develop) <ol style="list-style-type: none"> B Begin A Associating S Students and E Experience </div> 4. The motivation does not have to be written out <ol style="list-style-type: none"> a) It can be memory jogger of two or three words or sentences which you may expand 	<div style="background-color: black; color: white; padding: 5px; text-align: center;">OHT 14-2</div>
<p>C. Presentation step</p> <ol style="list-style-type: none"> 1. The step where instruction takes place and new ideas are presented 2. Job breakdown is the presentation step of a manipulative lesson plan <ol style="list-style-type: none"> a) Demonstrate, explain, and emphasize operations and key points 	<p>Why is the presentation step important?</p> <p>What would be the presentation portion of a manipulative lesson plan?</p> <div style="background-color: black; color: white; padding: 5px; text-align: center;">OHT 14-3</div>

INSTRUCTOR GUIDE

MANIPULATIVE LESSON PLAN DEVELOPMENT

PRESENTATION	APPLICATION
<p>D. Application step</p> <ol style="list-style-type: none">1. Have them do the job under supervision2. Way to gain application in manipulative lesson plans3. Provides learners the opportunity to perform under supervision4. If this step is omitted, the student may forget what was taught and be unable to perform5. Allows the instructor to correct errors before they become habits6. Application is the most important part of the four-step method of instruction7. Remember, little or no learning takes place without "doing"	<p>What is the most direct method of determining if students can perform?</p> <p>What problems may be encountered if all students are not provided the opportunity?</p> <p>Why must the instructor closely supervise performance during Step 3?</p> <p>What are the advantages and disadvantages of having other students correct mistakes during application?</p>

INSTRUCTOR GUIDE

PRESENTATION	APPLICATION
8. Effective way of combining Steps 3 and 4 into one	
E. Evaluation step	
1. Evaluates both learning and teaching	
2. The student should perform the job unassisted	
	Why then, do we have an evaluation step?
3. Good instructors will evaluate themselves on how well the student has learned the lesson	
	How does the evaluation step personally assist the instructor?
	What is a lesson plan?
III. LESSON PLAN ■■■■■■■■■■■■■■■■■■	
A. Outlined plan for teaching, listing pertinent teaching information, and using the four-step teaching method	
1. A step-by-step guide for teaching a job utilizing the four steps of instruction	
B. Lesson plan format	
	OHT 14-4
1. Job title	
2. Time	
3. Level of instruction	
4. Behavioral objectives	
5. Materials needed	

INSTRUCTOR GUIDE

MANIPULATIVE LESSON PLAN DEVELOPMENT

PRESENTATION	APPLICATION
<ul style="list-style-type: none">6. References7. Preparation8. Presentation<ul style="list-style-type: none">a) Operationsb) Key points9. Application10. Evaluation11. Assignment	
C. Ensures all relevant information is covered	Why should an instructor follow a guide or lesson plan?
D. Identifies the depth or extent of instruction for the lesson	What is the purpose of placing instructional levels in the lesson plan?
E. Completes the process of preparing to teach	Then, what is the purpose of making a lesson plan with this information?
F. An ill-prepared instructor does not make a good instructor, no matter what his or her background	

SUMMARY:

Four-step method of instruction is the most effective method of teaching. Little learning takes place through lecture. You need to understand the purpose and importance of each step if you expect to be an effective instructor. Lesson plans are guides that any instructor must rely on. Instructors have an obligation to their students and themselves to be properly prepared to teach.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy and Activity Sheets 14-1 and 14-2 at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 104-122 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 14-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Four Step Method

- Motivation / Preparation
- Presentation
- Application
- Evaluation

INSTRUCTOR 1A

UNIT 14.1

LESSON 14.1.1

Should Pass the ACID Test

- A Attention (Attract)
- C Curiosity (Create)
- I Interest (Insight)
- D Desire (Develop)

- B Begin
- A Associating
- S Students and
- E Experience

INSTRUCTOR 1A

UNIT 14.1

LESSON 14.1.1

Job Breakdown

- During this step, we should demonstrate, explain, and emphasize operations and key points

INSTRUCTOR 1A

UNIT 14.1

LESSON 14.1.1

Lesson Plan Format

- job title
- level of instruction
- time
- behavioral objectives
- references
- materials needed
- preparation
- presentation
 - operations
 - key points
- application
- evaluation
- assignment

INSTRUCTOR 1A

UNIT 14.1

LESSON 14.1.1

INSTRUCTOR GUIDE

IDENTIFYING THE IMPACT OF EEO AND AA

TOPIC: IDENTIFYING THE IMPACT OF EEO AND AA

TIME FRAME: 1:00

LEVEL OF INSTRUCTION: Level II

BEHAVIORAL OBJECTIVES:

CONDITIONS: Given a written quiz

BEHAVIOR: The student will demonstrate knowledge of the impact of Equal Employment Opportunity (EEO, Affirmative Action (AA), and Americans With Disabilities Act (ADA) requirements on instruction

STANDARD: With a minimum 80% accuracy according to the information contained in Fire Service Instructor, IFSTA, 5th Edition, pages 46-49, and Fire Instructor 1A Student Supplement, CFSTES, 1996, Information Sheet 15-1

MATERIALS NEEDED:

- Writing board with markers/erasers
- Overhead projector and screen
- Overhead transparencies 15-1 through 5-6

REFERENCES:

- Fire Service Instructor, IFSTA, 5th Edition
- EEO Avoiding Compliance Headaches, AMACOM Publications, 1975, John M. Roach
- Counting by Race, Basic Books Inc., 1979, Eastland & Bennet
- Equality by Statute, Doubleday & Company, Inc., 1967, Morroe Berger
- Employers Guide to the Americans With Disabilities Act, BNA Publications, 1992, James G. Frierson

PREPARATION: Most employers are aware of the nondiscriminatory requirements in hiring, but few are familiar with the implication of the nondiscriminatory requirements in the rest of the employment system. Most of us have heard about the famous Bakke case, in which a white male applicant to a California medical school sued the school in order to test the constitutionality of an affirmative action admissions program that openly and avowedly discriminated in favor of minority groups.

PREPARATION: (continued)

Recent administrative and judicial developments have operationalized and broadened the concept of discrimination, and the meaning of equality in American.

You -- as fire service instructors, training officers, program managers -- must be able to recognize the proper procedures for the development of "legally fair" practices in the employment process. What rights do you have as an instructor? What rights do your students have? What can the student legally expect from you and your program?

Do you know the benefits of the Equal Employment Opportunity and Affirmative Action laws to you, the instructor?

IDENTIFYING THE IMPACT OF EEO AND AA

APPLICATION

OHT 15-1

OHT 15-2

2. Color

IDENTIFYING THE IMPACT OF EEO AND AA

CSFM
Page 4

INSTRUCTOR GUIDE

IDENTIFYING THE IMPACT OF EEO AND AA

PRESENTATION	APPLICATION
<p>E. The "employment process" has been defined by the court to mean</p> <ol style="list-style-type: none">1. Recruitment2. Hiring3. Placement4. Transfers5. Shift assignments6. Wages and benefits7. Education and training8. Termination9. And all other conditions of employment	<p>What are some areas of the employment process that would effect you in your daily work?</p> <p>OHT 15-3</p>
<p>F. Effect of the employment process</p> <ol style="list-style-type: none">1. In your daily work<ol style="list-style-type: none">a) Promotional proceduresb) Transfersc) Shift assignmentsd) Wage and benefit negotiations	

IDENTIFYING THE IMPACT OF EEO AND AA

PRESENTATION	APPLICATION
<p>2. <u>Not</u> only under the education and training aspect of the employment process, but also through</p> <ul style="list-style-type: none"> a) Placement of personnel b) Promotion c) Transfers d) And all other condition of employment <p>3. If and when -- training or established qualifications for</p> <ul style="list-style-type: none"> a) Placement b) Promotions c) Transfers d) Will or may require instruction to those people being considered 	<p>What are some areas of the employment process that would effect you, as an instructor?</p> <p>What does "EEOC" stand for?</p> <div style="background-color: black; color: white; padding: 2px; width: fit-content; margin-top: 10px;">OHT 15-4</div>
<h3>III. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION</h3> <p>A. Established to eliminate inequities found in the employment process</p> <ol style="list-style-type: none"> 1. Based on premise that everyone should be treated fairly 	

INSTRUCTOR GUIDE

IDENTIFYING THE IMPACT OF EEO AND AA

PRESENTATION	APPLICATION
<ol style="list-style-type: none">2. Develop behavioral objectives applicable to all students in your class3. Instructors should develop behavior objectives that are<ol style="list-style-type: none">a) Job relatedb) Set to the minimum standard performance that each student must achieve to pass the classc) Reflect attainable and measurable goals<ol style="list-style-type: none">1) The minimum acceptable performance level set must be<ul style="list-style-type: none">• Realistic• Job related• Consistent during evaluation4. Measurable and attainable goals for your students to work for make the job of evaluation easier for the instructor<ol style="list-style-type: none">a) Almost completely alleviates subjective or prejudicial judgments against your students	<p>As an instructor, what could you do to ensure that everyone in your class was treated fairly?</p> <p>Is there a benefit to you, as the instructor, in the employment process?</p> <p>What do the initials "AA" stand for?</p>

IDENTIFYING THE IMPACT OF EEO AND AA

PRESENTATION	APPLICATION
<p>IV. AFFIRMATIVE ACTION ■■■■■■■■■■</p> <ul style="list-style-type: none"> A. Purpose is to correct past inequities to protected populations B. Affirmative action's goal is to have a work force that reflects, at every job level, the sexual and ethnic composition of the surrounding area C. Fire service instructors involvement <ul style="list-style-type: none"> 1. Train new employees 2. Assist in setting recruitment efforts 3. Assist in setting minimum position qualifications 4. Determine if a person has the ability/knowledge to meet the "minimum" requirements of the position D. Instructors must set standards for the training that applies equally to all participants <ul style="list-style-type: none"> 1. Tasks, knowledge, and evaluation that are job related, realistic, attainable and consistent 2. These steps will help an instructor from intentionally or unintentionally discriminating against a student 	<div style="background-color: black; color: white; padding: 5px; text-align: center;">OHT 15-5</div> <p>What is the goal of Affirmative Action?</p> <p>How does affirmative action effect you as an instructor?</p>

INSTRUCTOR GUIDE

IDENTIFYING THE IMPACT OF EEO AND AA

PRESENTATION	APPLICATION
<p>V. AMERICANS WITH DISABILITIES ACT OF 1992 ■</p> <p>A. Title One of the ADA prohibits discrimination against a "qualified individual with a disability with regard to job application procedures, hiring, <u>training</u>, compensation, fringe benefits, advancement, or any other term or condition of work"</p> <p>B. Learning disability</p> <p>1. Reasonable accommodation</p> <p>a) Extending time for written test</p> <p>C. The ADA prohibits the "utilization of any standards, criteria, or administrative methods that have the effect of discriminating based upon disability, or that perpetuate the discrimination of others"</p> <p>1. Not intended to be discriminatory but results in different treatment of a disabled person as compared to a nondisabled person and is not based upon a business necessity</p>	<p>What does "ADA" stand for?</p> <p>OHT 15-6</p> <p>What does it mean?</p> <p>What would be an example of a disability that may present itself to an instructor?</p> <p>What is required under ADA to assist a student with a learning disability?</p> <p>What does disparate impact mean?</p>

INSTRUCTOR GUIDE

IDENTIFYING THE IMPACT OF EEO AND AA

PRESENTATION	APPLICATION
<p data-bbox="272 428 574 464">D. Personal liability</p>	<p data-bbox="1198 310 1533 384">Why is all this important to an instructor?</p>

SUMMARY:

Remember that the word "discriminate" means to make a distinction in treatment or favor on a basis other than individual merit. You, as an instructor, must grade or measure each of your students on the same criterion. This is easily done by constructing behavioral objectives that are observable, measurable, attainable, realistic and job-related -- and by not varying these standards for any student.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 46-40 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 15-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Constitutional Amendments

- Fifth amendment
- Thirteenth amendment
- Fourteenth amendment
- Fifteenth amendment

INSTRUCTOR 1A

QRT 144

MARCH 1996

Title VII of the Civil Rights Act of 1964

- Race
- Color
- Religion
- Sex
- National origin

INSTRUCTOR 1A

QRT 144

MARCH 1996

Employment Process

- Promotional process
- Transfers
- Shift assignments
- Wage and benefit negotiations

INSTRUCTOR 1A

QRT 144

MARCH 1996

Equal Employment Opportunity Commission

- Eliminate inequities found in the workplace
- All people should be treated fairly

INSTRUCTOR 1A

QRT 144

MARCH 1996

Affirmative Action

- Correct past inequities to protected populations
- Workforce representative of the population

INSTRUCTOR 1A

QRT 144

MARCH 1996

Americans With Disabilities Act Of 1992

- Qualified individual with a disability
- Job application procedures
- Hiring
- Training
- Compensation
- Fringe benefits
- Advancement

INSTRUCTOR 1A

QRT 144

MARCH 1996

INSTRUCTOR GUIDE

METHODS OF MANIPULATIVE LESSON PLAN DELIVERY

TOPIC:	METHODS OF MANIPULATIVE LESSON PLAN DELIVERY
TIME FRAME:	1:00
LEVEL OF INSTRUCTION:	Level II
BEHAVIORAL OBJECTIVES:	
CONDITIONS:	Given a written quiz
BEHAVIOR:	The student will demonstrate knowledge of methods of manipulative lesson plan delivery
STANDARD:	With a minimum 80% accuracy according to the information contained in <u>Fire Service Instructor</u> , IFSTA, 5th Edition, pages 141-144
MATERIALS NEEDED:	<ul style="list-style-type: none">• Writing board with markers/erasers• Overhead projector and screen
REFERENCES:	<ul style="list-style-type: none">• <u>Fire Service Instructor</u>, IFSTA, 5th Edition
PREPARATION:	<p>Present day demands on the fire service require that fire fighters receive the best possible training in all their duty areas. This course is the first step and the most vital in helping you to become a person who can provide them with the effective training programs so necessary for their performance.</p> <p>If the fire service is to keep up with the changes facing it, proper training is necessary. Any member may be required to make a presentation in a competent manner and the officers are responsible for the training of their subordinates. To ensure the best results possible, the fire service needs people who know how to train others. We have covered the many different ways that fire service training can be conducted. There may be other methods that have not been discussed that will also provide efficient and professional teaching methods to enhance the learning process.</p>

METHODS OF MANIPULATIVE LESSON PLAN DELIVERY

APPLICATION

How can the instructor ensure the material to be delivered is covered?

1. The instructor should have a clear vision of what is to be demonstrated
 - a) Utilize the lesson plan

PRESENTATION	APPLICATION
<ol style="list-style-type: none"> 2. All materials, equipment, and accessories should be properly arranged and tested for proper working order 3. Practice all demonstrations before the presentation 4. Control the learning environment <ol style="list-style-type: none"> a) Arrange all members of the class so they can see and hear the demonstration 5. Begin the demonstration by linking new information with the students' knowledge <ol style="list-style-type: none"> a) Law of Association 6. The demonstration will be more effective if <ol style="list-style-type: none"> a) It is done well b) Done slowly c) Completed with a high degree of skill to emphasize key points 	<p>Which law of learning is used to tie into students experiences?</p>
<p>II. BASIC METHOD OF MANIPULATIVE LESSON PLAN DELIVERY </p> <p>A. Introduce the lesson</p>	<p>Within which step of the four-step method of instruction does the student become aware of the benefits of learning a particular lesson?</p>

INSTRUCTOR GUIDE

METHODS OF MANIPULATIVE LESSON PLAN DELIVERY

PRESENTATION	APPLICATION
<ol style="list-style-type: none">1. Preparation step2. Explain why it is important3. Explain how it will be taught4. Show how the subject fits into the overall program <p>B. Go through the entire job once at an average speed to give the students a general impression</p> <ol style="list-style-type: none">1. Presentation step2. Show the job3. Explain the job4. Perform the job<ol style="list-style-type: none">a) slowly while explaining the key points for each operation <p>C. Have a student perform the job and explain each step before it is performed</p> <ol style="list-style-type: none">1. Application step2. Instructor should guide the student under direct supervision during the first hands-on session3. Student performs the job with explanation4. Prevents trial and error	<p>Within which step is the material delivered?</p> <p>Within which step would the students be performing the skill?</p>

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> 5. Should prevent possible injury or damage to expensive equipment with complicated or complex topics 6. Have students practice the operation under supervision D. Disadvantage <ul style="list-style-type: none"> 1. Significant time commitment for the total learning process 2. May require patience E. Advantage <ul style="list-style-type: none"> 1. Most effective method for learning to occur F. Basic method is currently identified as <ul style="list-style-type: none"> 1. Show the job 2. Explain the job 3. Perform the job with explanation G. Understand that practice is essential in any of the alternative demonstration teaching methods H. Application is the most important aspect <ul style="list-style-type: none"> 1. Student get hands-on practice 	
<p>III. ALTERNATIVE DEMONSTRATION METHODS FOR THE PRESENTATION STEP</p> <ul style="list-style-type: none"> A. Explain the job, show the job <ul style="list-style-type: none"> 1. Same as the basic delivery except for the sequence 	<p>Which of the four steps is the most important?</p>

INSTRUCTOR GUIDE

METHODS OF MANIPULATIVE LESSON PLAN DELIVERY

PRESENTATION	APPLICATION
<ul style="list-style-type: none">2. Disadvantage<ul style="list-style-type: none">a) Retention may be reduced for some students3. Advantage<ul style="list-style-type: none">a) Savings on instructional time <p>B. Show the job, explain the job, show the job</p> <ul style="list-style-type: none">1. Takes basic delivery to another degree2. Disadvantage<ul style="list-style-type: none">a) More instructional time commitment for the total learning process3. Advantage<ul style="list-style-type: none">a) Greater rate or retention and successful performance by the students <p>C. Explain the job</p> <ul style="list-style-type: none">1. This presentation method may be least preferred2. Disadvantage	<p>What are the advantages and disadvantages of this method?</p> <p>What are the advantages and disadvantages of this method?</p> <p>What are the advantages and disadvantages of this method?</p>

INSTRUCTOR GUIDE

METHODS OF MANIPULATIVE LESSON PLAN DELIVERY

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> <ul style="list-style-type: none"> a) May be weak regarding the students and the learning process 3. Advantage <ul style="list-style-type: none"> a) Used only if compressed for time D. Other methods <ul style="list-style-type: none"> 1. May be utilized 2. Just as there is no one way to extinguish a fire, there are, however, basic ways in approaching all fires 3. Evaluate other methods for retention, safety, and effectiveness of the learning process 	
<p>IV. APPLICATION STEP</p> <ul style="list-style-type: none"> A. The most important step of the four steps of learning B. Needs to be performed regardless of the presentation method <ul style="list-style-type: none"> 1. Practice 2. Practice 3. Practice 4. Law of Exercise C. Allows for greater success by the students <ul style="list-style-type: none"> 1. The most important reason 	<p>How can retention be reinforced?</p> <p>Which law of learning would be utilized for this practice?</p>

PRESENTATION	APPLICATION
<p>D. For greater success by the instructor(s)</p> <p>E. Needs to be done under direction of the instructor</p> <ol style="list-style-type: none"> 1. Performed prior to letting the student(s) break into groups 2. Practiced under immediate supervision in order to prevent injury or abuse to equipment <p>F. Alternative methods under the application step</p> <ol style="list-style-type: none"> 1. Perform the skill under supervision without verbal reinforcement 2. Perform the skill while "saying" 3. Reading the job breakdown from one student to another during the application step 4. One student can call out the operations as another calls out the key points <p>NOTE: Record answers for follow-up and recognition of students responses.</p>	<p>What are the advantages and disadvantages of this method?</p> <p>What aspect is often overlooked regarding teaching and demonstration methods?</p>
<p>V. SAFETY</p> <p>A. One of the most overlooked aspects of the instructional process</p>	

METHODS OF MANIPULATIVE LESSON PLAN DELIVERY

INSTRUCTOR 1A
March 1996

INSTRUCTOR GUIDE

METHODS OF MANIPULATIVE LESSON PLAN DELIVERY

PRESENTATION	APPLICATION
<ol style="list-style-type: none">1. The most valuable evaluation technique2. Emphasize key points or aspects of the job3. Each individual in the class should be asked the question(s) and expected to answer them <p>B. Tied in with the student behavioral objectives</p> <ol style="list-style-type: none">1. The evaluation criteria should be the same as the student behavioral objective for the job2. Should be consistent for all student(s)3. Standard test condition should apply to all student(s)4. Criterion reference standards	<p>Where else can the evaluation be tied into on the lesson plan?</p>

SUMMARY:

If the fire service is to keep up with the changes facing it, proper training is necessary. Any member may be required to make a presentation in a competent manner and the officers are responsible for the training of their subordinates. To ensure the best results possible, the fire service needs people who know how to train others. We have covered the many different ways that fire service training can be conducted. There may be other methods that have not been discussed that will also provide efficient and professional teaching methods to enhance the learning process.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 141-144 in your Fire Service Instructor, IFSTA, 5th Edition in order to prepare yourself for the upcoming quiz. Study for our next session.

INSTRUCTOR GUIDE

METHODS USED TO
EVALUATE TEACHING DEMONSTRATIONS

TOPIC:	METHODS USED TO EVALUATE TEACHING DEMONSTRATIONS
TIME FRAME:	0:30
LEVEL OF INSTRUCTION:	Level I
BEHAVIORAL OBJECTIVES:	
CONDITIONS:	Given a class activity and written quiz
BEHAVIOR:	The student will demonstrate knowledge of effective evaluation methods by evaluating two teaching demonstrations
STANDARD:	With a minimum 80% accuracy according to the information contained in <u>Fire Service Instructor</u> , IFSTA, 5th Edition, pages 223-224, and <u>Fire Instructor 1A Student Supplement</u> , CFSTES, 1996, Information Sheet 17-1
MATERIALS NEEDED:	<ul style="list-style-type: none">• Writing board with markers/erasers• Overhead projector and screen• Overhead transparencies 17-1 through 17-5• Activity Sheets 17-1 and 17-2
REFERENCES:	<ul style="list-style-type: none">• <u>Fire Service Instructor</u>, IFSTA, 5th Edition
PREPARATION:	Shortly we will be conducting teaching demonstrations. Along with, and equally as important as the teaching you will be doing, each of you will also be conducting two evaluations of another student's teaching demonstration. The importance of your teaching demonstration has been emphasized throughout the course. Additionally you need to grasp the need for and the importance of leading your classmates in a group critique of another student's performance. Leading group activities, influencing participation, and drawing out pertinent comments is as much a part of instructing as is presenting information to a class. The evaluation you make should reflect in very specific language the performance you observed. By doing so the quality of instruction of all participants will improve.

METHODS USED TO EVALUATE TEACHING DEMONSTRATIONS

APPLICATION

OHT 17-1

- How could you be sure that you avoid value statements?

OHT 17-2

- What are some examples of objective observations that are appropriate for instructor evaluations?

- CSFM
-
- Page 2

INSTRUCTOR GUIDE

METHODS USED TO
EVALUATE TEACHING DEMONSTRATIONS

PRESENTATION	APPLICATION
<ul style="list-style-type: none">2. "The terms were properly defined for the students."3. "The instructor maintained eye contact with two students in the front row and rarely looked at the other students."4. "The instructor lost eye contact with the audience as he wrote on the write board and talked to the board, not to the students."	<p>What effect does the classroom environment have on the instructor evaluation?</p> <p>OHT 17-3</p>
<p>D. Instructor controls the environment</p> <ul style="list-style-type: none">1. Lighting2. Effectiveness of audio/visual equipment<ul style="list-style-type: none">a) Can all students see projections?b) Can all students hear the media?c) Were the visuals effective?d) Did the instructor have a working knowledge of his/her equipment?3. Are the props suitable for the presentation?<ul style="list-style-type: none">a) Is a sprinkler head suitable instead of a full-size riser?4. Did the instructor maintain control of the students?<ul style="list-style-type: none">a) Did one student shift the focus to him or her during the teaching demonstration?	

INSTRUCTOR GUIDE

METHODS USED TO
EVALUATE TEACHING DEMONSTRATIONS

PRESENTATION	APPLICATION
<p>b) Was the instructor able to successfully refocus the class?</p> <p>E. Time frames</p> <p>1. Did the instructor's presentation match the stated time frame listed on the lesson plan?</p>	<p>What are some other areas that reflect instructor preparation?</p> <p>What do we use to document instructor performance?</p> <p>OHT 17-4</p>
<p>II. TEACHING DEMONSTRATION EVALUATION FORM</p> <p>A. Documents, in objective terms, performance</p> <p>1. Records what you saw, heard, and experienced</p> <p>2. Allows for feedback to the student</p> <p>3. Minimizes note taking that allows the evaluator to focus on instructor activities</p> <p>B. Rates the evaluator as well as the instructor</p>	<p>What other purpose does the teaching demonstration evaluation form provide?</p> <p>What are some of the key dimensions we should look for in an evaluation?</p>

INSTRUCTOR GUIDE

METHODS USED TO
EVALUATE TEACHING DEMONSTRATIONS

PRESENTATION

APPLICATION

OHT 17-5

- C. The following areas are some of the major grading areas
1. Depth
 2. Use of value or judgment statements
 3. Whether or not the evaluation will be of constructive value to the student
 - a) Identifying errors and suggesting corrective action
 4. Was the evaluation complete?

What would be an example of constructive value?

INSTRUCTOR GUIDE

METHODS USED TO
EVALUATE TEACHING DEMONSTRATIONS

SUMMARY:

The teaching demonstrations and evaluations are the most important part of this course. The evaluations you complete for the student instructor must be of value to that person and a method for the instructor to improve his or her teaching skills. That is the reason we are here, so let's make it count.

EVALUATION:

The student will complete a written quiz with a minimum of 80% accuracy, and evaluate two teaching presentations and complete two Instructor Evaluation Forms at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read pages 223-224 in your Fire Service Instructor, IFSTA, 5th Edition and Information Sheet 15-1 in your Fire Instructor 1A Student Supplement, CFSTES, 1996 in order to prepare yourself for the upcoming quiz. Study for our next session.

Value Judgment

- Subjective-not based on objective criteria

INSTRUCTOR 1A

SEP 1991

MARCH 1996

Value Statements

- What you saw
- What you heard

INSTRUCTOR 1A

SEP 1991

MARCH 1996

Control of the Environment

- Lighting
- A/V equipment
- Suitable props
- Control of students

INSTRUCTOR 1A

SEP 1991

MARCH 1996

Evaluation Form

INSTRUCTOR 1A

SEP 1991

MARCH 1996

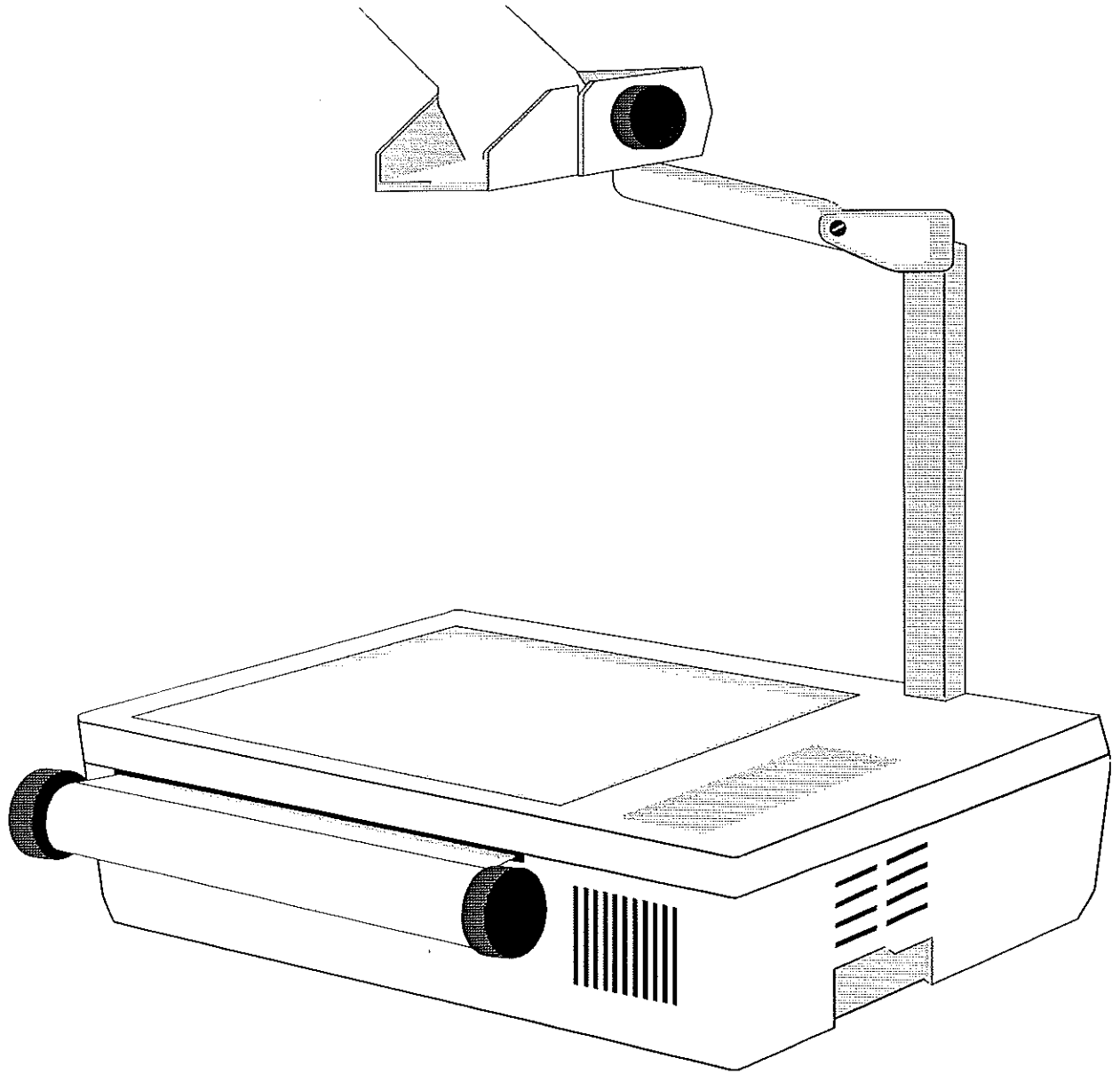
Key Dimensions

- Depth of instruction
- Use of value statements
- Constructive value to students
- Identifying errors
- Suggesting corrective action
- Complete evaluation

INSTRUCTOR 1A

SEP 1991

MARCH 1996



APPENDIX A

Overhead Transparency Masters

Student Introductions

- Name
- Department
- Rank
- Years of experience
- Current assignment
- Reason for taking Fire Instructor 1A

Facilities Orientation

- Classroom location(s)
- Restrooms
- Food locations
- Smoking
- Breaks
- Telephones
- Parking

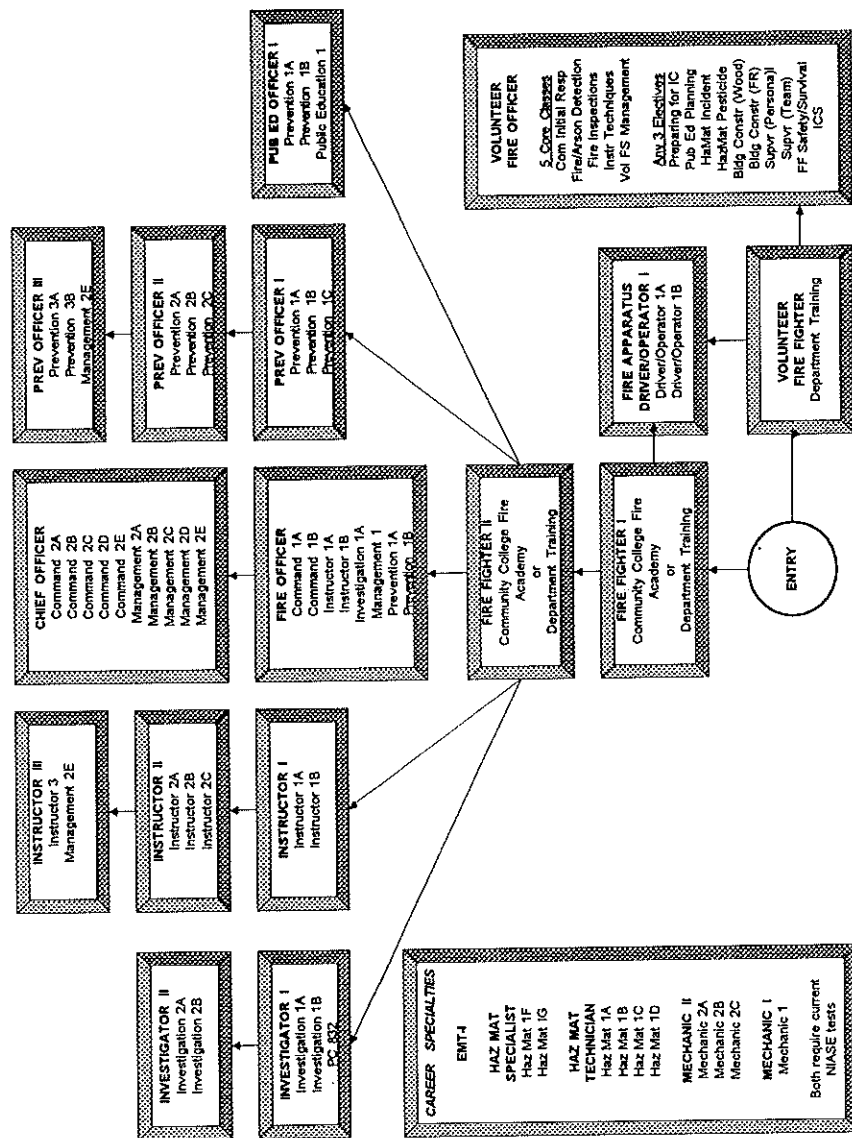
Course Requirements

- Preassignment (optional)
- Activities
- Activity rewrites
- Teaching demonstrations
- Certification requirements
- Absence
- Participation
- Required text

Grading System

ACTIVITY	POINTS	80%	POINTS EARNED
Course Outline	100	80	
Job Breakdown #1	75	60	
Job Breakdown #2	75	60	
Lesson Plan #1	100	80	
Lesson Plan #2	100	80	
Teaching Demonstration #1	100	n/a	
Teaching Demonstration #2	100	n/a	
Evaluation Report #1	50	n/a	
Evaluation Report #2	50	n/a	
Quizzes and Class Attendance	---		
TOTAL	750		

Certification Tracks



Reasons For Fire Instructor 1A

- In-service training
- Academy training
- Public relations activities
- Fire Prevention
- Training officer's role
- Administration's role

Desirable Qualities Of Instructors

- Ability to understand and work with people
- Desire to teach
- Subject matter competence
- Enthusiasm (motivation)
- Ingenuity and creativity
- Empathy
- Mastery of teaching techniques

Traps To Avoid

- Bluffing
- Sarcasm
- Complaining
- Comedian
- One of the boys/girls
- Hard guy

Essential Elements for Communications

- Sender
- Message
- Method of transmission
- Receiver
- Feedback

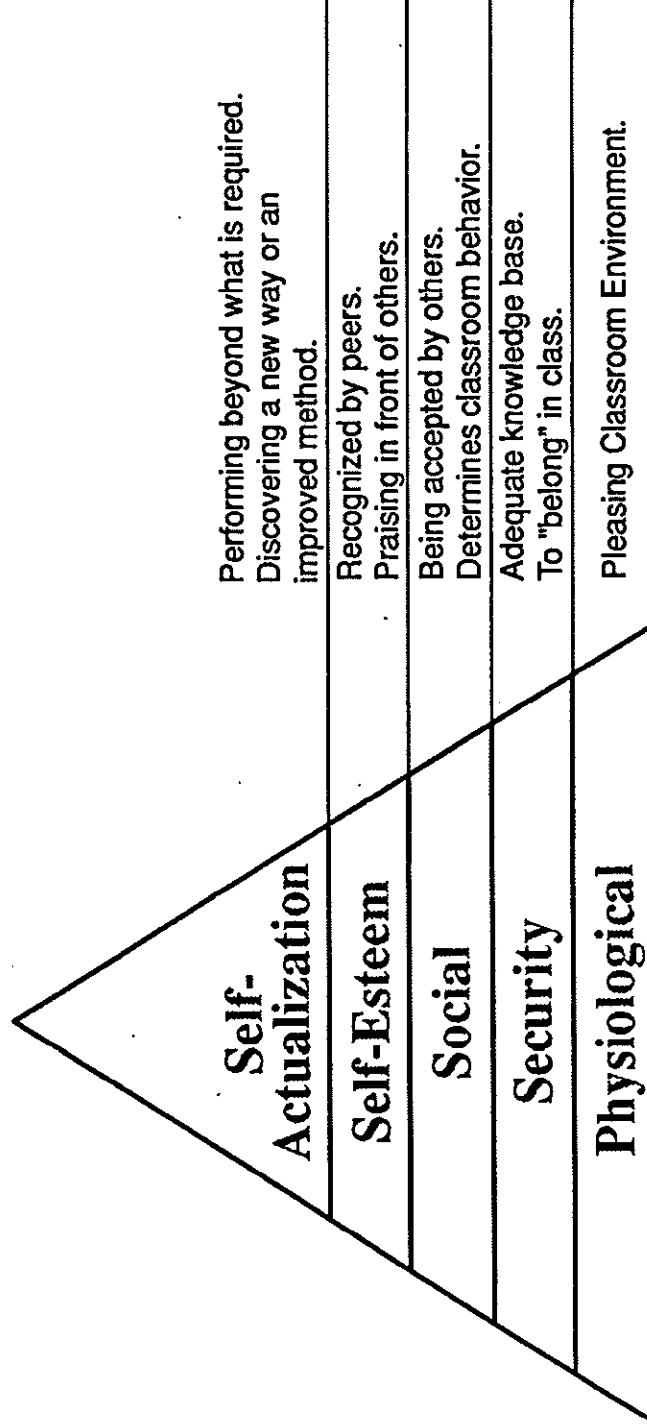
Analyze Occupation

- California Fire Service Occupational Analysis
- NFPA Professional Qualifications Standards
- Essential job functions within the American with Disabilities Act (ADA)

Types of Learning

- Cognitive
 - knowledge
- Psychomotor
 - skills
- Affective
 - attitude

Abraham Maslow's Hierarchy Of Needs



Instructor Attitudes

- Facilitate student motivation
- Relevance
- Preparation
- Sequence
- Participation
- Practice and repetition
- Feedback and reinforcement
- Previous Experience

Negative Influences On Learning

- Fear or worry
- Discomfort
- Poor instruction

How We Learn

- 1.0% through tasting
- 1.5% through touching
- 3.5% through smelling
- 11% through hearing
- 83% through seeing

What Learners Retain

- 10% of what they READ
- 20% of what they HEAR
- 30% of what they SEE
- 50% of what they SEE and HEAR
- 70% of what they SAY
- 90% of what they SAY while
they Do something

Laws Of Learning

- Law of Readiness
- Law of Exercise
- Law of Effect
- Law of Association
- Law of Recency
- Law of Intensity

Four Stages Of Learning

(Dr. Sonja Powers)

- Unconscious incompetence
- Conscious incompetence
- Conscious competence
- Unconscious competence

Individual Differences

- Age
- Subcultures
- Educational experience
- Literacy levels
- Learning disabilities
- Individual learners

Personal Characteristics of Adults

- Have many life experiences
- Are highly motivated to learn
- Have many competing demands upon their time
- May lack confidence in their ability to learn
- Vary more from each other than young people do

Adults Learn Best When

- They participate in setting goals for learning
- Learning takes place in an appropriate climate
- Learning is problem centered
- Learners can set their own pace
- Learners receive feedback about their progress

LEAST Method Of Progressive Discipline

- L - leave it alone
- E - eye contact
- A - action
- S - stop the class
- T - terminate

Occupational Analysis

Definition

- An orderly list of all jobs and information that must be done or known in order for personnel to function in an occupation

Occupational Analysis

Purpose

- Determines the teaching content of an occupation
- Tells the instructor what to teach
- Provides the instructor a cataloging system

Block

- A group of related tasks with some one factor in common
- Designated by roman numerals

Unit

- A division of a block consisting of an organized grouping of tasks with that block
- Designated by upper case letters

Task

- A combination of jobs requiring sensorimotor skills and technical information to be taught and learned
- Designated by arabic numerals

Job

- An organized segment of instruction designed to develop sensorimotor skills and technical knowledge
- Designated by lower case letters

Occupational Analysis Coding

Code - III F 2a

- Block - roman numeral
“Block III - Equipment Operation”
- Unit - upper case letter
“Unit F - Ladders”
- Task - arabic numeral
“Task 2 - Raise and Lower Ladders”
- Job - lower case letter
“Job a - raise a 14' roof ladder, one person,
high shoulder method”

Course Outline

- Definition
 - “A list of manipulative and technical jobs selected from the Occupational Analysis to meet predetermined teaching objectives”
- Purpose
 - To develop basic skills, safety, judgment, technical knowledge, and related occupational information for initial employment, upgrading, or retraining personnel

Steps In Developing A Course Outline

- Determine the needs of the students
- Identify the course title
- Develop course objectives
- Identify the jobs to be taught
- Organize the jobs in teaching sequence
- Establish tentative teaching times

Determine the Needs of the Students

- Training records
- Training surveys
- Personnel changes / career line
- Diagnostic quizzes or evaluations
- New equipment and methods
- Safety statistics or injuries
- Critiques (Post Incident Analysis)

Identify the Course Title

- Title should be general in scope, however ...
Precise enough so that specific areas can be identified easily, rather than the total field of the occupation
 - “Pump Operations”
 - “Ground Ladders”
 - “Hazardous Materials Identification”
 - “Wildland Essentials”
 - “Multi-Casualty Operations”

Develop Course Objectives

- Determine the specific scope of the course
- Plan of Action - to meet the participants needs
- Written by the instructor for the instructor
 - plan of action, guidelines, what jobs must be taught, a basis for writing behavioral objectives
- Example
 - Provide students with a knowledge of the different types of rope and their functions

Identify the Jobs to be Taught

- Will depend upon the department, the problem, depth of development, participants' abilities
- Use clear indicators descriptive of each job
- Use "code" words for type of jobs in title
- Manipulative: "How To ..."

Instruction Order

- Simple to complex
- Proceeding from the known to the unknown
- Stair steps of learning
- Based upon:
 - interest of participants
 - skills needed
 - task frequency
 - task usage
- Preferred for fire service instruction

Production Order

- Based on the order which jobs must be done under actual conditions
- Must know certain jobs before performing other jobs
- Not in order of:
 - complexity
 - skills needed
 - task frequency and usage
 - interest
- Preferred for assembly line vocational jobs

Establish Tentative Teaching Times

- Very difficult to do early in the planning stage
- Time available for a course will influence:
 - course objectives
 - teaching methods used
 - lesson plans
 - instructional materials
- Any course is subject to change after actual instruction begins!
- If a change is apparent - **CHANGE**

Definitions

- Job

Organized segment of instruction designed to develop psychomotor skills or technical knowledge

- Job breakdown

A step-by-step procedure for doing a job, listing operations and key points for a psychomotor skill

Operations

- Those actions that must be known to advance the work towards completion of the job to be performed
- Listed in the order in which they are done
“Production Order”
- Indicate movement, doing, action, direction
- Start with a verb

Key Points

- All things that must be known to perform the Operation efficiently, correctly, and safely
- They must support the Operation
- Key Points can usually be developed by asking:

what, why, where, which, how, who
for each Operation!

Factors Which Help Determine a Key Point

- Safety - personnel and equipment
- Proper care of tools and equipment
- Trade or technical terms
- Knacks or tricks of the trade

Job Breakdown Sheet

INSTRUCTOR GUIDE LESSON PLAN KEY POINTS

PRESENTATION

OPERATIONS

KEY POINTS

Indicate Action

1. First Operation

2. Second Operation

3. Third Operation

4. Forth Operation

Identify Points

1a. Who

b. What

c. Where

d. Why

e. How far, etc.

2a. Key Points

3a. Key Points

4a. Key Points

Managing Instructional Activities

- Policies
- Class discipline
- Session planning
- Maintaining continuity of instruction

Classroom

- Seating arrangement
- Temperature
- Ventilation
- Lighting
- Ability to see and hear

Outdoor Training

- Distractions
- Group control
- Note taking and handling
- Seeing and hearing
- Weather conditions

Instructor Influence

- Attitude
- Approach to instruction
- Enthusiastic
- Professional

Laws Of Learning

- Readiness
- Exercise
- Effect
- Association
- Recency
- Intensity

Principles Of Instruction

- Start at a level of student understanding
- Emphasize and support teaching points
- Create and maintain student interest
- Provide for a sense of success in the student
- Provide meaningful participation
- Reinforce learning

Methods Of Instructions

- Lecture
- Illustration
- Demonstration
- Discussion

Discussion Methods

- Guided discussion
- Conference
- Case study
- Role playing
- Brainstorming

Questioning Techniques

- Direct questions
- Overhead questions
- Rhetoric questions
- Relay questions

Four Step Method of Instruction

- I Preparation
- II Presentation
- III Application
- IV Evaluation

Preparation

- To prepare the mind of the learner

Attention

-

Attract

Curiosity

-

Arouse

Interest

-

Create

Desire

-

Stimulate

Preparation

- To create a foundation for learning
Begin
Associating
Students and
Experiences

Preparation

How to accomplish:

- Ask questions
- Cite examples
- Relate personal experiences
- Review previous lessons
- Conduct diagnostic quizzes
- Cite benefits of learning the lesson

Presentation

Purpose:

- To present new skills, concepts, and procedures
- To instruct learners

Presentation

How to accomplish:

- Give demonstrations
- Use visual aids
- Explain procedures
- Emphasize key points, main facts
- Explain concepts, philosophies, principles, and implications
- Proceed from known to unknown
- Use textbooks and other references

Application

Purpose:

- To provide learners with an opportunity to perform, under supervision (instructor's guidance)
- To involve students in the learning process

Application

How to accomplish:

- Have learner perform the job
- Supervise the performance closely
- Check and correct errors, as they occur
- Develop correct habits
- Check key points and safety points
- Develop discussions
- Conduct quizzes
- Assign projects, solve problems
- Require note taking

Evaluation

Purpose:

- To evaluate learning
- To evaluate teaching

Evaluation

How to accomplish:

- Have learner perform the job unassisted
- Conduct manipulative performance tests
- Ask prepared questions
- Have learner demonstrate and explain job
- Have learner observe and criticize another learner's performance
- Conduct examinations, evaluations
- Evaluate notebooks, projects, assignments, etc.

Cover Page of Lesson Plan

MULTI-CASUALTY - 220
Lesson Plan # (optional)

TOPIC: ICS-MCI Implementation Overview

LEVEL: II

TIME: 2 hours

BEHAVIORAL OBJECTIVE:

Conditions: A written examination

Behavior: The student will demonstrate a working knowledge on the procedures for implementing the components for a Multi-Casualty Incident

Standard: With 70% accuracy according to Multi-Casualty Incident Operations Procedures Manual

REFERENCES:

Multi-Casualty Incident Operational Procedures, California Fire Chiefs Association, September 1996
Emergency Medical Services Disaster Medical Annex, County of Sacramento Health Department, April 10, 1987
Incident Command System, Fire Protection Publications, October 1983. Published by Oklahoma State University, Pages 3-55

MATERIALS NEEDED:

White porcelain board, dry markers, pointer, overhead projector and screen; student handouts; one per student, written exam and writing implement; one per student

PREPARATION:

In the near future there may be a multi-casualty medical incident requiring our department's response, there has already been smaller medical emergencies that have taxed the first alarm capabilities requiring additional units or additional alarms. Establishment of operational procedures will provide an organized fire service response to a multi-casualty medical incident and allow fire department personnel to perform utilizing the concepts and principles of the Incident Command System.

Middle Pages of Lesson Plan

PRESENTATION	APPLICATION
<p>I. Every word in Heading is Upper/Lower Case</p> <p>A. Outline begins with upper case alpha and period</p> <p>1. Followed by a number with a period</p> <p>a) Next is lower case alpha with half a parenthesis</p> <p>1) And finally a number with half a parenthesis</p>	<p>Application side is not justified</p> <p>Comment or question should be before the relevant Presentation</p> <p>Any question in the Application must be answered in the Presentation</p> <p>A question is the only item in the Application section to get punctuation</p>
<p>II. Double Space Between Roman Numerals</p> <p>A. You must have at least two entries for each level of the outline</p> <p>B. So, if you don't have a "B.", you can't have an "A."</p> <p>C. If you don't have a "2.", you can't have a "1."</p> <p>• Instead you would use a "bullet" and maintain the indentation</p>	<p>What do you use instead if you only have one entry?</p> <p>INSTRUCTOR NOTE Should be upper case and underlined with information directly underneath, no line space</p>

Last Page of Lesson Plan

SUMMARY:

Wrap it up here. Tie loose ends together. This should be a short recap of the main points in the lesson.

EVALUATION:

Indicate here the method of evaluation to be used. This should be directly related back to the Behavioral Objective at the beginning of the lesson. Keep it consistent. Actual tests are not included here, they are printed

ASSIGNMENT:

If you have an assignment for the lesson, list it here. Do not include an assignment just to have one. Assignments must be relevant and necessary. If no assignment is needed or appropriate, write "None."

To be determined by the instructor(s). (Standard CFSTES line for technical lesson.)

Learning Domains

- Cognitive - Knowledge
- Psychomotor - Manipulative Skills
- Affective - Attitudes / Feelings

Levels of Instruction

Definition:

- That depth of instruction for a specific skill and/or technical information which will enable the student to meet minimum requirements for the occupation

Levels of Instruction

Purpose:

- Utilize training time more efficiently
- Make instruction more pertinent to the students' needs
- Avoid “over teaching”
- Avoid “under teaching”
- Limit instruction to those things that must be known at that time

Level May Be Determined By

- Analyze the Occupation
- Refer to:
 - NFPA Standards
 - Career Development Guide
 - State Standards
 - Local Standards

Levels Within Each Domain

- Cognitive – (6) Bloom
- Psychomotor – (5) Hauenstein
- Affective – (5) Krathwohl

Levels in the Cognitive Domain

- Knowledge
- Comprehension
- Application
- Analysis (Some Extent)
- Synthesis (Rarely Used)
- Evaluation (Rarely Used)

Levels of Instruction Re-Defined

- Level One Basic Knowledge
- Level Two Competent
- Level Three Highly Proficient

Levels of Instruction

Level One – Basic Knowledge

- Acquire new information
- Instructor plays a major role
- Application: quizzes, exercises, discussions
- Evaluation: students echo what they have learned
- Manipulative skills not taught nor tested

Levels of Instruction

Level Two – Competent

- Expansion on knowledge learned at Level One
- Instructor moves into “Why” mode
- Application: explanations, relationships, description of general principles, response to prescribed problems
- Evaluation: moves toward subjectivity in the melding of skills
- Students can perform all parts of the job

Levels of Instruction

Level Three – Highly Proficient

- Students function with little supervision
- Instructors' role is more of a facilitator
- Application: multi-faceted approach, response to new situations
- Evaluation: goes beyond classroom, which can include simulations and on the job performance
- Students attain complete motor skills and can function smoothly and timely

Relationship of “Levels” to “SBOs”

- Utilize action verbs
- Consider objectives that involve any or all of the learning domains
- Avoid using verbs with are vague or open to interpretation

Behavioral Objective

- A description of the minimum acceptable performance by a student at the end of an instructional period

Purposes of the Behavioral Objective

- Help the student by telling them the condition under which they will be performing
- Motivate the student because the student(s) know what has to be done
- Informs the student(s) of how well they must perform.

Basic Parts of Behavioral Objectives

- Conditions
- Behavior
- Standard

Conditions for Manipulative Lesson

- 2-1/2" nozzle with 2-1/2" hose
- under simulated fire conditions

Conditions for Technical Lesson

- A written examination
- An oral examination

Vague Behavioral Objectives

- to know
- to understand
- to appreciate
- to realize
- to really appreciate
- to fully benefit
- to believe
- to grasp the significance of

- to write
- to recite
- to identify
- to differentiate
- to solve
- to construct
- to list
- to compare

- to compare
- to assemble
- to inspect
- to draw
- to describe
- to operate

Conditions

- List the items that only the student(s) will use during the evaluation
- Note the conditions that the student(s) will be tested under

Components of the “Standard”

- Level of accuracy
- Time standard
- Reference for the standard

Four Step Method

- Motivation / Preparation
- Presentation
- Application
- Evaluation

Should Pass the ACID Test

- A Attention (Attract)
- C Curiosity (Create)
- I Interest (Insight)
- D Desire (Develop)

- B Begin
- A Associating
- S Students and
- E Experience

Job Breakdown

- During this step, we should demonstrate, explain, and emphasize operations and key points

Lesson Plan Format

- job title
- level of instruction
- time
- behavioral objectives
- references
- materials needed
- preparation
- presentation
 - operations
 - key points
- application
- evaluation
- assignment

Constitutional Amendments

- Fifth amendment
- Thirteenth amendment
- Fourteenth amendment
- Fifteenth amendment

Title VII of the Civil Rights Act of 1964

- Race
- Color
- Religion
- Sex
- National origin

Employment Process

- Promotional process
- Transfers
- Shift assignments
- Wage and benefit negotiations

Equal Employment Opportunity Commission

- Eliminate inequities found in the workplace
- All people should be treated fairly

Affirmative Action

- Correct past inequities to protected populations
- Workforce representative of the population

Americans With Disabilities Act Of 1992

- Qualified individual with a disability
- Job application procedures
- Hiring
- Training
- Compensation
- Fringe benefits
- Advancement

Value Judgment

- Subjective-not based on objective criteria

Value Statements

- What you saw
- What you heard

Control of the Environment

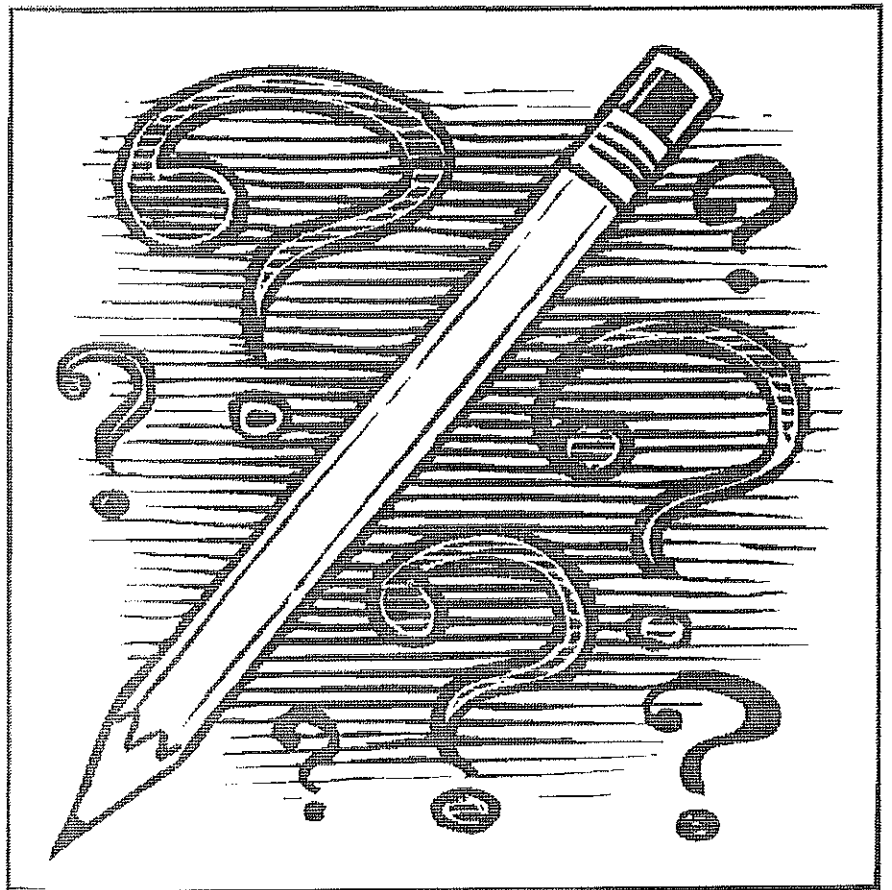
- Lighting
- A/V equipment
- Suitable props
- Control of students

Evaluation Form

TEACHING DEMONSTRATION EVALUATION				
STUDENT INSTRUCTOR:	TOTAL SCORE:			
TOPIC:	DATE:			
LEVEL OF INSTRUCTION:	TEACHING TIME:			
STUDENT EVALUATOR:	PRIMARY <input type="checkbox"/>	SECONDARY <input type="checkbox"/>	THIRD <input type="checkbox"/>	
BEHAVIORAL OBJECTIVE(S) GIVEN:	YES (1-3) <input type="checkbox"/> NO (3) <input type="checkbox"/>			
PREPARATION: Comments:	MARGINAL (1-2) <input type="checkbox"/>	ACCEPTABLE (3-4) <input type="checkbox"/>	ABOVE AVERAGE (5-6) <input type="checkbox"/>	SUPERIOR (7-10) <input type="checkbox"/>
PRESENTATION: Comments:	MARGINAL (1-2) <input type="checkbox"/>	ACCEPTABLE (3-4) <input type="checkbox"/>	ABOVE AVERAGE (5-6) <input type="checkbox"/>	SUPERIOR (7-10) <input type="checkbox"/>
APPLICATION: Comments:	MARGINAL (1-2) <input type="checkbox"/>	ACCEPTABLE (3-4) <input type="checkbox"/>	ABOVE AVERAGE (5-6) <input type="checkbox"/>	SUPERIOR (7-10) <input type="checkbox"/>
EVALUATION: Comments:	MARGINAL (1-2) <input type="checkbox"/>	ACCEPTABLE (3-4) <input type="checkbox"/>	ABOVE AVERAGE (5-6) <input type="checkbox"/>	SUPERIOR (7-10) <input type="checkbox"/>
ASSIGNMENT: Comments:	YES (1-3) <input type="checkbox"/> NO (3) <input type="checkbox"/>			
GROUP EVALUATION: Comments:				

Key Dimensions

- Depth of instruction
- Use of value statements
- Constructive value to students
- Identifying errors
- Suggesting corrective action
- Complete evaluation



APPENDIX B

Quizzes

INSTRUCTOR GUIDE

QUIZ #1
INSTRUCTIONAL TERMS

INSTRUCTIONS:

This is a matching test. Select the one response from Column 2 which most nearly matches an item in Column 1. Write the letter which precedes the item in Column 2 in the parentheses adjacent to the item number in Column 1.

EXAMPLE:

..... COLUMN 1

- (a) 1. psychomotor
- (c) 2. cognitive

..... COLUMN 2

- a. manipulative skill
- b. receptive skill
- c. technical skill

PART ONE

..... COLUMN 1

- (g) 1. Occupational Analysis
- (k) 2. Course Objectives
- (i) 3. Instruction Order
- (h) 4. Production Order
- (a) 5. Block
- (d) 6. Job
- (e) 7. Unit
- (j) 8. Student
- (f) 9. Course Outline
- (b) 10. Task

..... COLUMN 2

- a. Group of related tasks
- b. Combination of jobs
- c. Tells instructor how to teach
- d. Segment of instruction
- e. Organized group of tasks
- f. A list of jobs to be taught
- g. Catalog of tasks
- h. Order that jobs must be done
- i. Simple to complex
- j. Most important
- k. Planned results
- l. Student centered

INSTRUCTOR GUIDE

QUIZ #1
INSTRUCTIONAL TERMS

PART TWO

..... COLUMN 1 COLUMN 2
(h) 11. Evaluation	a. Record
(c) 12. Assignment Sheet	b. Make or break a job
(d) 13. Lesson Plan	c. Indicate action
(l) 14. Job Breakdown	d. Teaching guide
(i) 15. Application	e. Additional study
(b) 16. Key Points	f. Demonstration
(c) 17. Operations	g. Develop teaching base
(j) 18. Instructor	h. Step 4
(g) 19. Preparation	i. Most important step
(a) 20. Progress Chart	j. Imparts new information
	k. Depth of instruction
	l. Procedures sheet

INSTRUCTOR GUIDE

QUIZ #2
COURSE DEVELOPMENT

INSTRUCTIONS: This is a true-false test. If the statement is true, draw a circle around the T; if the statement is false, draw a circle around the F.

EXAMPLE: T (F) Academic Education Instruction and Trade-Technical Education are the same.

-
- | | |
|---|--|
| F | 1. An occupational analysis describes how to teach. |
| T | 2. The <u>California Fire Service Occupational Analysis</u> is a list of tasks and information. |
| F | 3. An occupational analysis task is a natural grouping of units. |
| T | 4. A course outline is composed of a list of jobs. |
| T | 5. Trade-Technical Education is designed to provide for in-service training. |
| T | 6. Trade-Technical course outlines are subject-matter oriented. |
| F | 7. The first step in planning a course is to establish objectives. |
| T | 8. Fire service instructors are usually responsible for identifying specific training needs. |
| T | 9. Training needs may develop on a long-term basis. |
| F | 10. A diagnostic quiz is the best method of conducting a survey. |
| T | 11. The most important step in course outline development is establishing the needs of the students. |

- F 12. Course objectives usually determine the needs of the students.
- T 13. The processes of determining overall training needs and determining needs of the students are similar.
- T 14. Jobs are listed in course outlines in teaching sequence.
- F 15. One of the most valuable considerations in production order sequencing is interest of the students.
- T 16. Behavioral objectives are statements that lend direction to instruction.
- F 17. The phrase "How To" should be included in job titles in order to provide guidelines for students.
- T 18. A vocational teacher's primary concern is job performance.
- F 19. Production order is the preferred method of developing a course outline.
- T 20. Course objectives are one of the considerations in developing behavioral objectives.

INSTRUCTOR GUIDE

QUIZ #3
TEACHING METHODS

INSTRUCTIONS:

This is a true-false test. If the statement is true, draw a circle around the T; if the statement is false, draw a circle around the F.

EXAMPLE:

T ☒ Fire department officers are training officers.

-
- | | | |
|---|----|--|
| F | 1. | The key to fire department efficiency is the quality of the suppression force. |
| T | 2. | Students recognize bad teaching techniques. |
| T | 3. | The responsibility of the training officer is to deliver a quality training program. |
| T | 4. | Instructor enthusiasm is motivation, which can be transferred to the student. |
| F | 5. | A good instructor pressed into a teaching assignment will do an excellent job. |
| F | 6. | Openly admitting you do not know the answer to a question is not always a good idea. |
| T | 7. | A student who is sarcastic toward an instructor can affect instruction. |
| T | 8. | An instructor can assist a student in taking effective notes. |
| T | 9. | Reading assignments are given to improve the learning process. |

INSTRUCTOR GUIDE

QUIZ #3
TEACHING METHODS

- T 10. Communication requires the students and instructor to share knowledge, feelings, and ideas.
- F 11. Voice fluctuations are the most important aspect of speaking techniques.
- T 12. The word "we" is motivating.
- F 13. Profanity is acceptable in teaching lessons.
- F 14. People listen to an instructor only if that person is a subject-matter expert.
- T 15. A behavioral objective can help a student listen.

INSTRUCTOR GUIDE

QUIZ #4
PSYCHOLOGY OF LEARNING

INSTRUCTIONS: This is a true-false test. If the statement is true, draw a circle around the T; if the statement is false, draw a circle around the F.

EXAMPLE: ☒ T F Abraham Maslow is credited with formulating the Hierarchy of Needs.

-
- | | | |
|---|-----|--|
| F | 1. | Self satisfaction is outdated when applied to modern day motivation. |
| T | 2. | Learning environment is strongly influenced by the student. |
| F | 3. | Thorndyke's "Law of Effect" supports the importance of practice as an aid to learning. |
| T | 4. | Comparing new material with something already known describes the "Law of Association." |
| F | 5. | The strongest of the five (5) body senses, in relation to learning, is hearing. |
| T | 6. | Hate, fear, and boredom create learning plateaus. |
| F | 7. | Having the desire to learn best describes the Hierarchy of Needs. |
| T | 8. | A slow learner may be a reflection of the instructor. |
| F | 9. | One of the best ways to avoid problems with troublemakers is to use them in a demonstration. |
| T | 10. | The best way to reinforce what is said is to have a student perform. |

INSTRUCTOR GUIDE

QUIZ #4
PSYCHOLOGY OF LEARNING

- F 11. You should always avoid asking questions to shy and timid students.
- F 12. Trial and error methods are recommended when teaching.
- T 13. A negative influence on learning is fear of failure or the class situation.
- T 14. Direct questions can be used to bring the daydreaming and disinterested students back into class involvement.
- T 15. The most important aspect of dealing with a problem student is successful handling of an interview.
- F 16. Reprimanding a student should be done immediately in class when a "situation" arises.
- T 17. One of the factors which helps adults to learn is centered around problems.
- F 18. One of the problems in teaching adults is that they lack experience.
- T 19. Basically adults seek the same thing in the classroom that they seek in work.
- T 20. Learning is defined as a change in behavior.

INSTRUCTOR GUIDE

QUIZ #5
EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

INSTRUCTIONS: This is a true-false test. If the statement is true, draw a circle around the T; if the statement is false, draw a circle around the F.

EXAMPLE: (T) F Equal opportunity and affirmative action are also known as EEO and AA.

-
- | | | |
|---|-----|---|
| F | 1. | The responsibility to develop affirmative action and equal opportunity programs rests with the employee. |
| F | 2. | EEOC stands for Employee Employer Official Council. |
| T | 3. | One of the reasons for equal opportunity is that many employees have traditional and personal prejudices. |
| F | 4. | In screening applicants for a job, you can ask questions about religion and political affiliations. |
| F | 5. | In considering equal opportunity, you do not have to recognize special problems with minorities. |
| F | 6. | Management is not required to make a total commitment to affirmative action. |
| F | 7. | Equal opportunity requires the work force to reflect the sexual and ethnic composition of the surrounding area. |
| T | 8. | The most important aspect of equal opportunity and affirmative action is that training must be realistic and relevant to the job. |
| T | 9. | Instructors are charged with the responsibility to identify qualifications of personnel. |
| T | 10. | It is against the law to release training records of an individual to outside sources. |

INSTRUCTOR GUIDE

QUIZ #6
INSTRUCTING AND THE JOB

INSTRUCTIONS: This is a true-false test. If the statement is true, draw a circle around the T; if the statement is false, draw a circle around the F.

EXAMPLE: (T) F Behavioral objectives are a part of a lesson plan.

-
- | | | |
|---|-----|---|
| T | 1. | Demonstrations are a "must" for teaching manipulative skills. |
| T | 2. | Learning cannot take place until the student is motivated. |
| T | 3. | Lesson plans are validated in Step 4. |
| F | 4. | The job breakdown, when incorporated into the lesson plan, is the application step. |
| F | 5. | Simply telling is the best method of instruction in the fire service. |
| F | 6. | Every lesson plan must include an assignment. |
| T | 7. | A lesson plan is used as a guide for teaching. |
| F | 8. | Step 1 of the four-step method of instruction is called the presentation step. |
| F | 9. | New ideas are presented to the learner in Step 1. |
| T | 10. | Training aids are recommended during the presentation step. |
| F | 11. | The job breakdown serves as Step 3 of a manipulative lesson plan. |

INSTRUCTOR GUIDE

QUIZ #6
INSTRUCTING AND THE JOB

- T 12. The primary purpose of instruction is to change the behavior of the students.
- F 13. Student performance is closely supervised in Step 4.
- T 14. One of the objectives of a lesson plan is to manage time.
- T 15. Good planning leads to good teaching and creates effective instruction.
- T 16. Important items of information that must be covered, may be forgotten, if they are not listed in the lesson plan.
- F 17. The lesson plan precisely dictates what may be covered during an instructional period.
- T 18. The evaluation step is used as a measure of instructing ability.
- F 19. The student is required to handle tools during the presentation step.
- T 20. The less motivated students are, the more concerned the instructor will be in keeping the students interested.

STD SUPPLEMENT

QUIZ #1
INSTRUCTIONAL TERMS

NAME _____

DATE _____

INSTRUCTIONS: This is a matching test. Select the one response from Column 2 which most nearly matches an item in Column 1. Write the letter which precedes the item in Column 2 in the parentheses adjacent to the item number in Column 1.

EXAMPLE:

..... COLUMN 1

- (a) 1. psychomotor
- (c) 2. cognitive

..... COLUMN 2

- a. manipulative skill
- b. receptive skill
- c. technical skill

PART ONE

..... COLUMN 1

- () 1. Occupational Analysis
- () 2. Course Objectives
- () 3. Instruction Order
- () 4. Production Order
- () 5. Block
- () 6. Job
- () 7. Unit
- () 8. Student
- () 9. Course Outline
- () 10. Task

..... COLUMN 2

- a. Group of related tasks
- b. Combination of jobs
- c. Tells instructor how to teach
- d. Segment of instruction
- e. Organized group of tasks
- f. A list of jobs to be taught
- g. Catalog of tasks
- h. Order that jobs must be done
- i. Simple to complex
- j. Most important
- k. Planned results
- l. Student centered

STD SUPPLEMENT

QUIZ #1
INSTRUCTIONAL TERMS

PART TWO

..... COLUMN 1

..... COLUMN 2

- () 11. Evaluation
- () 12. Assignment Sheet
- () 13. Lesson Plan
- () 14. Job Breakdown
- () 15. Application
- () 16. Key Points
- () 17. Operations
- () 18. Instructor
- () 19. Preparation
- () 20. Progress Chart

- a. Record
- b. Make or break a job
- c. Indicate action
- d. Teaching guide
- e. Additional study
- f. Demonstration
- g. Develop teaching base
- h. Step 4
- i. Most important step
- j. Imparts new information
- k. Depth of instruction
- l. Procedures sheet

STD SUPPLEMENT

QUIZ #2
COURSE DEVELOPMENT

NAME _____

DATE _____

INSTRUCTIONS: This is a true-false test. If the statement is true, draw a circle around the T; if the statement is false, draw a circle around the F.

EXAMPLE: T ☒ Academic Education Instruction and Trade-Technical Education are the same.

-
- | | | |
|---|---|--|
| T | F | 1. An occupational analysis describes how to teach. |
| T | F | 2. The <u>California Fire Service Occupational Analysis</u> is a list of tasks and information. |
| T | F | 3. An occupational analysis task is a natural grouping of units. |
| T | F | 4. A course outline is composed of a list of jobs. |
| T | F | 5. Trade-Technical Education is designed to provide for in-service training. |
| T | F | 6. Trade-Technical course outlines are subject-matter oriented. |
| T | F | 7. The first step in planning a course is to establish objectives. |
| T | F | 8. Fire service instructors are usually responsible for identifying specific training needs. |
| T | F | 9. Training needs may develop on a long-term basis. |
| T | F | 10. A diagnostic quiz is the best method of conducting a survey. |
| T | F | 11. The most important step in course outline development is establishing the needs of the students. |

STD SUPPLEMENT

QUIZ #2
COURSE DEVELOPMENT

- | | | |
|---|---|--|
| T | F | 12. Course objectives usually determine the needs of the students. |
| T | F | 13. The processes of determining overall training needs and determining needs of the students are similar. |
| T | F | 14. Jobs are listed in course outlines in teaching sequence. |
| T | F | 15. One of the most valuable considerations in production order sequencing is interest of the students. |
| T | F | 16. Behavioral objectives are statements that lend direction to instruction. |
| T | F | 17. The phrase "How To" should be included in job titles in order to provide guidelines for students. |
| T | F | 18. A vocational teacher's primary concern is job performance. |
| T | F | 19. Production order is the preferred method of developing a course outline. |
| T | F | 20. Course objectives are one of the considerations in developing behavioral objectives. |

STD SUPPLEMENT

QUIZ #3
TEACHING METHODS

NAME _____

DATE _____

INSTRUCTIONS: This is a true-false test. If the statement is true, draw a circle around the T; if the statement is false, draw a circle around the F.

EXAMPLE: T ☒ F Fire department officers are training officers.

-
- | | | |
|---|---|--|
| T | F | The key to fire department efficiency is the quality of the suppression force. |
| T | F | 1. Students recognize bad teaching techniques. |
| T | F | 2. The responsibility of the training officer is to deliver a quality training program. |
| T | F | 3. Instructor enthusiasm is motivation, which can be transferred to the student. |
| T | F | 4. A good instructor pressed into a teaching assignment will do an excellent job. |
| T | F | 5. Openly admitting you do not know the answer to a question is not always a good idea. |
| T | F | 6. A student who is sarcastic toward an instructor can affect instruction. |
| T | F | 7. An instructor can assist a student in taking effective notes. |
| T | F | 8. Reading assignments are given to improve the learning process. |
| T | F | 9. Communication requires the students and instructor to share knowledge, feelings, and ideas. |

STD SUPPLEMENT

QUIZ #3
TEACHING METHODS

- | | | |
|---|---|--|
| T | F | 10. Voice fluctuations are the most important aspect of speaking techniques. |
| T | F | 11. The word "we" is motivating. |
| T | F | 12. Profanity is acceptable in teaching lessons. |
| T | F | 13. People listen to an instructor only if that person is a subject-matter expert. |
| T | F | 14. A behavioral objective can help a student listen. |

STD SUPPLEMENT

QUIZ #4
PSYCHOLOGY OF LEARNING

NAME _____

DATE _____

INSTRUCTIONS: This is a true-false test. If the statement is true, draw a circle around the T; if the statement is false, draw a circle around the F.

EXAMPLE: ☒ T F Abraham Maslow is credited with formulating the Hierarchy of Needs.

-
- | | | |
|---|---|---|
| T | F | 1. Self satisfaction is outdated when applied to modern day motivation. |
| T | F | 2. Learning environment is strongly influenced by the student. |
| T | F | 3. Thorndyke's "Law of Effect" supports the importance of practice as an aid to learning. |
| T | F | 4. Comparing new material with something already known describes the "Law of Association." |
| T | F | 5. The strongest of the five (5) body senses, in relation to learning, is hearing. |
| T | F | 6. Hate, fear, and boredom create learning plateaus. |
| T | F | 7. Having the desire to learn best describes the Hierarchy of Needs. |
| T | F | 8. A slow learner may be a reflection of the instructor. |
| T | F | 9. One of the best ways to avoid problems with troublemakers is to use them in a demonstration. |
| T | F | 10. The best way to reinforce what is said is to have a student perform. |

STD SUPPLEMENT

QUIZ #4
PSYCHOLOGY OF LEARNING

- | | | |
|---|---|---|
| T | F | 11. You should always avoid asking questions to shy and timid students. |
| T | F | 12. Trial and error methods are recommended when teaching. |
| T | F | 13. A negative influence on learning is fear of failure or the class situation. |
| T | F | 14. Direct questions can be used to bring the daydreaming and disinterested students back into class involvement. |
| T | F | 15. The most important aspect of dealing with a problem student is successful handling of an interview. |
| T | F | 16. Reprimanding a student should be done immediately in class when a "situation" arises. |
| T | F | 17. One of the factors which helps adults to learn is centered around problems. |
| T | F | 18. One of the problems in teaching adults is that they lack experience. |
| T | F | 19. Basically adults seek the same thing in the classroom that they seek in work. |
| T | F | 20. Learning is defined as a change in behavior. |

STD SUPPLEMENT

QUIZ #5
EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

NAME _____

DATE _____

INSTRUCTIONS: This is a true-false test. If the statement is true, draw a circle around the T; if the statement is false, draw a circle around the F.

EXAMPLE: ☒ T F Equal opportunity and affirmative action are also known as EEO and AA.

-
- | | | |
|---|---|--|
| T | F | 1. The responsibility to develop affirmative action and equal opportunity programs rest with the employee. |
| T | F | 2. EEOC stands for Employee Employer Official Council. |
| T | F | 3. One of the reasons for equal opportunity is that many employees have traditional and personal prejudices. |
| T | F | 4. In screening applicants for a job, you can ask questions about religion and political affiliations. |
| T | F | 5. In considering equal opportunity, you do not have to recognize special problems with minorities. |
| T | F | 6. Management is not required to make a total commitment to affirmative action. |
| T | F | 7. Equal opportunity requires the work force to reflect the sexual and ethnic composition of the surrounding area. |
| T | F | 8. The most important aspect of equal opportunity and affirmative action is that training must be realistic and relevant to the job. |
| T | F | 9. Instructors are charged with the responsibility to identify qualifications of personnel. |
| T | F | 10. It is against the law to release training records of an individual to outside sources. |

STD SUPPLEMENT

QUIZ #6
INSTRUCTING AND THE JOB

NAME _____

DATE _____

INSTRUCTIONS: This is a true-false test. If the statement is true, draw a circle around the T; if the statement is false, draw a circle around the F.

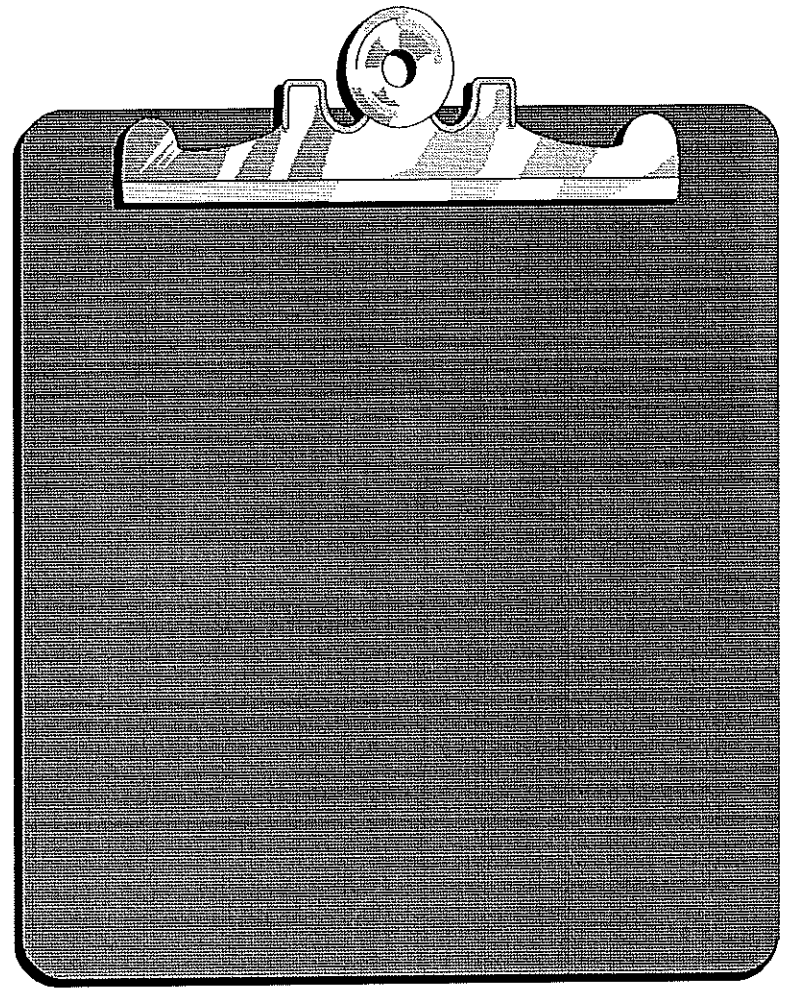
EXAMPLE: ☒ T F Behavioral objectives are a part of a lesson plan.

-
- | | | |
|---|---|--|
| T | F | 1. Demonstrations are a "must" for teaching manipulative skills. |
| T | F | 2. Learning cannot take place until the student is motivated. |
| T | F | 3. Lesson plans are validated in Step 4. |
| T | F | 4. The job breakdown, when incorporated into the lesson plan, is the application step. |
| T | F | 5. Simply telling is the best method of instruction in the fire service. |
| T | F | 6. Every lesson plan must include an assignment. |
| T | F | 7. A lesson plan is used as a guide for teaching. |
| T | F | 8. Step 1 of the four-step method of instruction is called the presentation step. |
| T | F | 9. New ideas are presented to the learner in Step 1. |
| T | F | 10. Training aids are recommended during the presentation step. |
| T | F | 11. The job breakdown serves as Step 3 of a manipulative lesson plan. |

STD SUPPLEMENT

QUIZ #6
INSTRUCTING AND THE JOB

- | | | |
|---|---|---|
| T | F | 12. The primary purpose of instruction is to change the behavior of the students. |
| T | F | 13. Student performance is closely supervised in Step 4. |
| T | F | 14. One of the objectives of a lesson plan is to manage time. |
| T | F | 15. Good planning leads to good teaching and creates effective instruction. |
| T | F | 16. Important items of information that must be covered, may be forgotten, if they are not listed in the lesson plan. |
| T | F | 17. The lesson plan precisely dictates what may be covered during an instructional period. |
| T | F | 18. The evaluation step is used as a measure of instructing ability. |
| T | F | 19. The student is required to handle tools during the presentation step. |
| T | F | 20. The less motivated students are, the more concerned the instructor will be in keeping the students interested. |



APPENDIX C

Evaluation Form Master

TEACHING DEMONSTRATION EVALUATION

3/96

STUDENT INSTRUCTOR:

TOTAL SCORE:

TOPIC:

DATE:

LEVEL OF INSTRUCTION:

TEACHING TIME:

STUDENT EVALUATOR:

PRIMARY ☐SECONDARY ☐THIRD ☐

BEHAVIORAL OBJECTIVE(S) GIVEN:

YES (1-5) ☐NO (0) ☐*Comments*

PREPARATION:

MARGINAL (1-2) ☐ACCEPTABLE (3-5) ☐ABOVE AVERAGE (6-8) ☐SUPERIOR (9-10) ☐*Comments:*

PRESENTATION:

MARGINAL (1-2) ☐ACCEPTABLE (3-5) ☐ABOVE AVERAGE (6-8) ☐SUPERIOR (9-10) ☐*Comments:*

APPLICATION:

MARGINAL (1-2) ☐ACCEPTABLE (3-5) ☐ABOVE AVERAGE (6-8) ☐SUPERIOR (9-10) ☐*Comments:*

EVALUATION:

MARGINAL (1-2) ☐ACCEPTABLE (3-5) ☐ABOVE AVERAGE (6-8) ☐SUPERIOR (9-10) ☐*Comments:*

ASSIGNMENT:

YES (1-5) ☐NO (0) ☐*Comments:*

GROUP EVALUATION:

Comments: